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ABSTRACT

A sample of five performance tasks developed to assess student progress toward meeting the content standards are given in this continuation of the social studies framework for the state of Delaware. The sample tasks provide teachers with insight into the types of performances and applications of knowledge that should be expected of students at various levels of schooling. Optional lessons and activities are used to prepare students for the assessment. A "Resources for Teachers" section contains geography sources, Delaware State Museums, and information about Center for Economic Education and Entrepreneurship (CEEE). The guide's assessment supplement is constructed on the idea that teachers understand that no single type of assessment serves all purposes, and all assessments have strengths and weaknesses. (BT)

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ED 431 668

# New Directions

Delaware First In Education

# State of Delaware Social Studies Curriculum Framework

## Volume Two:

## Classroom Performance Models

SO 030 699

D. Blowman

**August, 1995**

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This section of the Social Studies Framework includes a sampler of five performance tasks. The tasks included here are only examples of a wide range of tasks developed by the commission and other Delaware teachers to assess student progress toward meeting the content standards. The commission believes that these tasks will provide teachers with some insight into the types of performances and applications of knowledge which should be expected of students at various levels of schooling. Several of these tasks appear with a series of optional lessons or activities which might be used to prepare students for the assessment. Each of these includes a scoring tool called a rubric which can be used for grading the student work. To help teachers use the rubrics more effectively, examples of student work have been provided at each performance level. To give teachers more insight into the process of developing performance tasks, we have included sections which recount the experiences of the teachers who created, developed, and piloted them.

These tasks should be seen as examples of the types of assessments teachers can use in their classrooms to help students achieve at higher levels, and also to prepare them for success on the Comprehensive Assessment System which is being developed around the content standards. There are many more tasks in various stages of completion, which will be made available to teachers through various means during the coming months. During the year following publication of this framework, district teams and committees will be working to evaluate their programs and to identify or develop units and assessments which will lead to student success. We encourage these efforts, and hope that such material will be shared freely around the state. In this manner performance assessment will be able to take its place among the tools available to all Delaware teachers.

## Primary Teachers Working Together

Teaching can sometimes be a solitary job. Planning lessons, locating resources, grading student work, coordinating the many activities of the busy classroom are all activities the primary teacher usually does alone or with very little opportunity to collaborate with others. Yet when teachers have time to talk about their expectations, about effective teaching methods, and about innovative ways to involve students in learning, teachers benefit and so do their students. The development of these tasks provided the opportunity for a meaningful collaboration among teachers.

Willie Gotch and Charlotte Hughes, both elementary teachers on the Social Studies Commission, began the development of a task to gauge student achievement in social studies. They were assisted by Bonnie Meszaros from the Center for Economic Education. The group was interested in building a task which would address economics standards. However, elementary teachers know that it is vital to make the best use of valuable student learning time. For this reason, it seemed important to integrate instruction and assessment of several of the social studies standards in one unit. The developers also hoped to include activities in the task that would support reading and language arts learning. They did not want the task to rely solely on reading and writing, however, since some young people are very visual learners or learn easiest by listening.

The developers chose to build their task around *The Little House*, a picture book by Virginia Lee Burton. A careful reading of this book revealed that comprehension relied on basic understandings in history, economics, and geography. The students would need to understand story sequence and change over time (History standard one), how economic changes affect the daily choices families must make (Economics standard one), and the different natures of rural, suburban and urban areas (Geography standard three). Additional materials included photo sets of two Delaware towns from the Historical Society of Delaware. and a unit from the Center for Economic Education entitled Economics and You.

A task would have little meaning to students or teachers without describing the instruction that would prepare students for the task. The developers outlined a series of lessons to address the needed skills and knowledge. The list of possible activities was long and varied. If all of them had been collected the result would have been a complete unit of study. For the purpose of the framework document, however, the teachers were asked to choose only a few activities which would review or refresh knowledge acquired earlier. They designed the task activities to include a variety of ways that students could "show what they know". Directions for student and teacher and a scoring guide were written for the use of the busy classroom teacher. Then the task was sent out for pilot in Delaware classrooms.

The teachers who piloted this task took careful notes, made suggestions for revision and improvement, and reviewed student work to develop a shared idea of what level of student performance they should expect. Four rounds of pilot and revision involved twenty-four classroom

## An Introduction to Performance Assessment

One of the most exciting ideas resulting from the development of a curriculum framework for the Social Studies revolves around assessment. How will teachers and others determine whether or not students have met the new standards? A key term which appears repeatedly throughout the New Directions initiative is performance assessment. In order to understand the full potential impact of the new content standards, it is important to understand what assessment is, and how performance assessment differs from other methods for evaluating student progress.

Teachers already assess student progress in Delaware classrooms every day. Sometimes they do so informally, scanning the room for the student who looks anxious or confused, or who is obviously on the wrong track. At other times the assessment is more formal: quizzes, tests, assigned projects, reports, or papers. The list of possibilities is almost endless. Effective assessment gives teachers a good picture of what should come next. Do the students need to review some or all of the material, perhaps from another angle or using a different approach? Are the students ready to build on the knowledge and experiences they have already had? Which students need more help? Good classroom assessment helps teachers plan for future success.

Most teachers use a variety of assessment tools during the school year. Although textbook companies usually provided pre-printed tests (normally multiple choice, true/false, or matching), teachers often choose to write assessments on their own. While this requires more work, it also allows teachers to ensure a closer match between what is taught and what is tested. Individually crafted tests provide the opportunity for teachers to move beyond multiple choice, measuring student performance with essays or other items which require more thought and effort. A recent study conducted through interviews of Delaware educators teaching Social Studies in grades 1-6 indicates that most write their own tests, and that the other types of assessment most frequently used are homework and daily evaluation of classroom

performance. Projects, reports, oral presentations, and performances are also familiar components of social studies programs in Delaware.

Teachers understand that no single type of assessment serves all purposes, and all assessments have both strengths and weaknesses. A well-crafted short-answer test can provide a quick picture of the students' command of factual information, but if there is only one right answer on a multiple choice test what it may actually measure is the students' ability to play "multiple guess." Carefully constructed essay questions require students to demonstrate knowledge, organization, and effective communication skills, but they are time-consuming and often difficult to grade. How does a single grade separate writing ability from comprehension of the Social Studies? Projects, performances, or reports present a real picture of what students know and are able to do, yet success with them requires support, adequate resources, and ample time. Teachers know that group work can yield great results, though lots of care has to be taken to make sure that every student participates and shares responsibility for the final result, or the scores are meaningless.

How does performance assessment differ from the other assessment forms often used in Social Studies classes? First, performance assessment tasks require that students actually perform or demonstrate their knowledge in some way rather than selecting an answer from a menu of possibilities. Secondly, performance tasks should be open-ended--there must be more than one right answer or more than one pathway to a right answer. In performance assessment it is essential that the teacher makes his or her expectations clear: the standards for evaluating the work should be known from the start. Good performance tasks come in all sizes, from mini-tasks which can be completed in a few minutes to imbedded assessments that might require a week or more. Likewise, effective performance assessment will often include components from all the other types of assessment mentioned above. Performance assessment can best be seen as an extension and enrichment of the existing social studies assessment repertoire.

teachers across the state in addition to the developers. As the task moved through several versions, approximately 625 students in 15 schools participated. When the piloting teachers got together they talked about the reactions of the students, the possible extensions, the limitations of some students and how they helped the students overcome them. Some had developed their own worksheets to supplement the task, or had developed additional activities to tie the task to other classroom activities. There were discussions about the level of skill in writing and map reading which could be required of third graders. Always the emphasis was on ways to increase student learning.

Following the advice of the piloting teachers, the material in The Little House eventually formed the nucleus for two tasks, entitled Progressville and Clues You Can Use. Both of the tasks included here have been reviewed by content experts and equity specialists. Student work has been included with some explanation for how it was scored. Remember that the pre-task activities which are included here are suggestions only. Other lessons should also be used to prepare students for the task or to teach the standard. These tasks and the activities which accompany them are offered as a possible resource to teachers.

## Piloting Teachers:

Belinda Adlesic, Wilson Elem. Christina
Kathryn Bailey, Baltz Elem., Red Clay
Joan Banks, Woodbridge Elem., Woodbridge
Carrie Bennett, Frankford Elem., Indian River
Lois Howlitt, Downes Elem., Christina
Beth Bryson, Baltz Elem., Red Clay
Gail Clark, Welch Elem., Caesar Rodney
Wanda Clendaniel, Woodbridge Elem., Woodbridge
Suzanne Hammerer, Brandywood Elem., Brandywine
Kathleen Jurjans, Baltz Elem., Red Clay
Scott Fellenbaum, Richardson Park Elem., Red Clay
Susan Harper-Gilmore, Smyrna Elem., Smyrna
Patricia Green, Hartly Elem., Capital
Jennifer Hochrein, Woodbridge Elem., Woodbridge
Susan Kreiss, Baltz Elem., Red Clay
Kathryn Monaghan, Brader Elem., Christina
Jean Pepper, Arnold Elem., Caesar Rodney
Karen Rahmer, Brader Elem., Christina
Susan Scott, Ross Elem., Milford
Geraldine Stewart, Brader Elem., Christina
Wayne Thorp, Baltz Elem., Red Clay
Sandra Turulski, Leasure Elem., Christina
Sharon Whaley, North Laurel Elem., Laurel
Jean Williamson, Woodbridge Elem., Woodbridge

# Progressville

**a student performance task for grade 3**

Includes:
- Overview of Task
- • Preparing Studen
- • Planner
- Teacher Instruction
- Student Pre-Task A
- Student Task Activi
- Scoring Rubric
- Anchor Letters for

## Overview

| | |
|---|---|
| TASK TITLE: | Progressville |
| CONTENT STANDARDS : | K-3 Economics Standard One (Microeconomics) |
| THEME: | Families and individuals meet their economic needs and wants in a variety of ways. This task looks at how those economic choices have been influenced by change over time. |
| DEVELOPED BY: | Charlotte Hughes, Bonnie Meszaros, Willie Gotch, & Maggie Legates |
| CLASS TIME REQUIRED | Pre-task activities, two lesson periods. Task activity, three or four lesson periods. |

## Preparing Students for Success

This task includes activities linked to standards in history, civics and geography as well as economics. However, it is designed to assess student understanding of some key economic concepts. Economics Standard One for K-3 of the Delaware Social Studies Framework says:

- *Students will be able to understand that individuals and families undertake a wide variety of activities to satisfy their needs and wants with limited resources.*
- *Students will be able to apply the concept that economic choices require the balancing of costs incurred with benefits received.*

In order to perform well on the task the student will need:

- to be able to read a map of a town and to identify features by label or by street address
- to be able to identify resources for satisfying needs and wants
- to identify changes on a map and also from reading about changes which have occurred over time
- to understand and be able to identify appropriate examples of advantages and disadvantages for a proposed action or change. (ex example: people at condition homes in summer. ex advantage is greater comfort, a disadvantage is high utility bills.
- to weigh advantages against disadvantages and decide on the correct course of action
- to be able take a position and support it with reasons
- to write in a simple letter format

A number of activities might be selected to prepare students for this task. The teacher should plan activities based on the class readiness level.

# Planner

**Day One:**

Pre-task activity (Please note that pre-task activities are not intended to include all prior instruction necessary for success on a task. They serve as a "mind set activity" and focus student attention on the topic.)

Students examine a map of an imaginary town called Communityville. They identify resources within the community for meeting basic needs and wants. Next, the students compare the map of Communityville Long Ago with Communityville Growing. They are asked to identify changes in the community by circling or boxing them on the map. They are asked to think about reasons why these changes have occurred.

**Day Two:** Pre-task Continued

Students look at the map of Communityville growing and count the number of places where people can go to find basic needs and wants. Next they are asked to look at advantages and disadvantages of change by completing a chart. If time remains, the students should be encouraged to relate these lessons to their own communities. How have things changed over time? What are some of the advantages and disadvantages of local change?

*Day Three: Task Part One - Resources in Progressville*

*Teacher should read and if necessary clarify directions and expectations for the students, but they should work independently.*

*Day Four: Task Part Two - Change Has Advantages and Disadvantages*

*This section includes a newspaper article and a map. If the teacher thinks it is necessary, the article may be read aloud to the class. Directions may be explained, but students should work independently on the task.*

*Day Five: Task Part Three - Choices for the Future*

*The teacher should be certain that all students understand the proposed change and the directions for response. Students should be encouraged to use the writing prompt as a checklist before turning in their draft response.*

*Day Six: Additional Writing Time*

*This time is allotted for students to complete drafts or to revise drafts of the letter response, if needed.*

Pretask activities are designed to focus students on the task. They do not constitute adequate preparation for the assessment. (See Preparing Students for Success, pg 2.)

## Teacher Instructions for Pre-task Activities

**Day One:**

1) Ask the students to brainstorm all the ways they know of that families can get food. List these on the blackboard. (Possible answers might include shopping at the grocery store, gardening, farming, hunting, fishing, and eating at a restaurant.) Then ask the students to identify which of the listed items would be more likely to occur in a rural area, in a city or in a suburb. Repeat the above procedure for another basic need or want, such as transportation or health care. Explain to the students that these are called resources.

2) Discuss change in the local community. Ask if the students can remember any new business, home or housing project being built. Talk about how the building of a new facility can have advantages for people (access to goods and services, convenience, choice) and also disadvantages (loss of open space, congestion, displacement of another activity.)

3) Direct student attention to the *Pre-task Packet*. The students should examine the simple map of Communityville Long Ago and attempt to answer the questions related. The students may work individually or in pairs at the teacher's discretion.

**Day Two: Pre-task**

Continue to use the Pre-task packet. Students will be comparing the map of the Communityville Long Ago with a more recent map. If time allows, students will compare how their culture and values are [illegible] Ask why [illegible] recreation. It is important that students have the opportunity to work with the [illegible] side by side for this section. Again, students may be grouped as the teacher thinks appropriate.

## Teacher Instructions for the Task

During the pre-task segment you may have found the need to provide explanation, to remind students of earlier learning, or to reinforce skills. Also during the pre-task, students may have worked in pairs or in groups. During the task segment, however, the students should work independently. Your role will be to make certain that each student understands the task and has the materials needed to accomplish it. When the students have completed their work, you will evaluate it against the scoring criteria and make decisions about future instruction for each student.

*A practical note: the teachers who piloted this task suggested that the two maps of Progressville could be mounted on a file folder so that the students could see both maps at the same time. Lamination would allow the folders to be reused.*

**Day Three:**
Direct student attention to the map of Progressville. Explain that Progressville is another town, similar to Communityville in some ways but different in others. They will be asked to study the map and find the answers to the questions for part one of the task. Be certain to emphasize that places may be identified by name or by street address as in the example.

**Day Four:**
Today the students will be presented with two sources of information, a news article and a map of the town from 1945. Before beginning, explain to students that some older members of the community remember when it was quite different. If necessary or appropriate, the interview may be read orally to the students. They should then be asked to look closely at the map of Progressville in 1945 and to compare the two maps. Both the article and the map comparison should provide students with ample material for the answers to this section.

**Day Five:**
Make certain that the students understand the scenario which is presented to them in part three. Distribute the maps of Progressville Today so that students can visualize where the proposed project would be. Explain the task to the students and emphasize the three requirements which are included in the writing prompt. The pre-writing activity asks students to list advantages and disadvantages of the change. This portion is not graded, but will greatly assist students in producing a well-written answer. Provide paper for a rough draft of the letter, and tell students that they will have the opportunity to revise tomorrow.

**Day Six:**
Students should revise and edit their rough draft. Remind them that this final draft will be evaluated.

# Progressville

## Student Packet

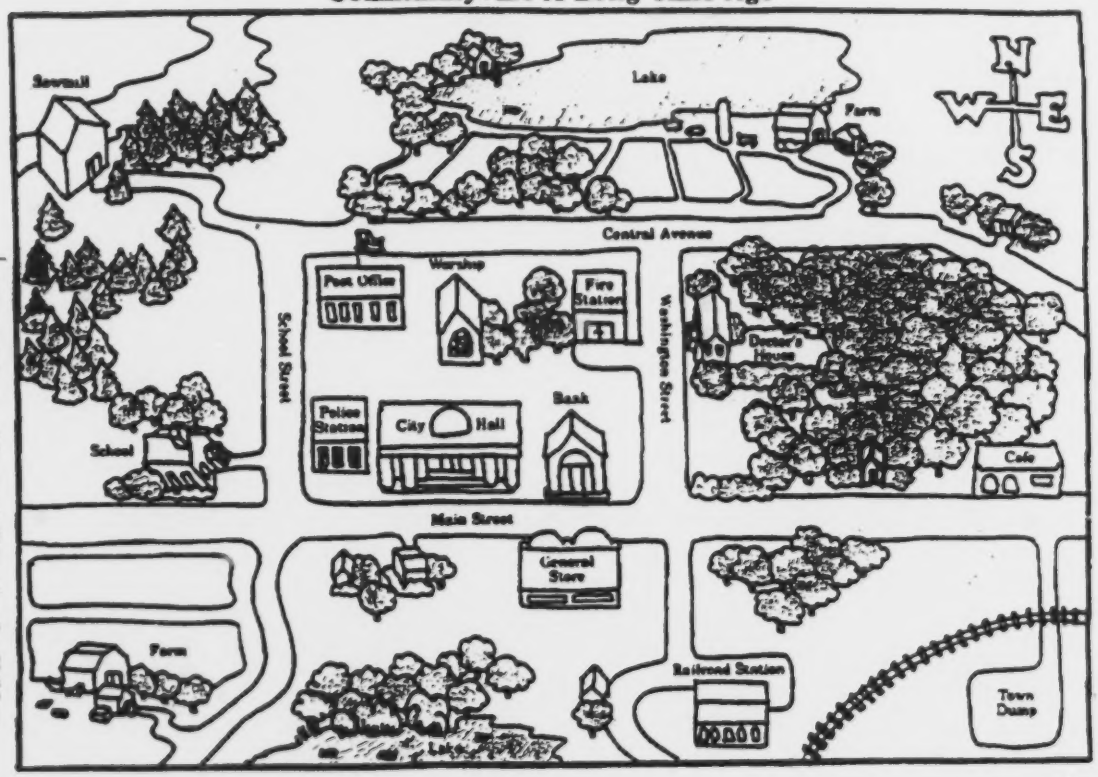
Includes: Pre-task Activity
Student task
Scoring Sheet

PRE-TASK ACTIVITY

## Communityville Long Ago

All people everywhere have needs and wants. But people meet their needs and wants in different ways. The things people use to fill their needs and wants are called resources. Every community includes resources. Let's look at a make-believe town called Communityville when it first started, many years ago.

**Communityville A Long Time Ago**




National Center of Economic Education for Children

**Progressville Pre-Task Worksheet 1**
**Use with Communityville Long Ago Map.**

Answer these questions about this community.

1. In what kind of housing did the people live?

_____

2. Where did people go to get food?

_____

3. Where did people get clothing?

_____

4. Where did people play or have fun?

_____

5. Where did people work?

_____

6. Where did children learn to read?

_____

7. How could people get around?

_____

8. Where could people get health care?

_____

9. How many neighbors did the residents have?

_____

10. How often do you think residents would probably see their neighbors?

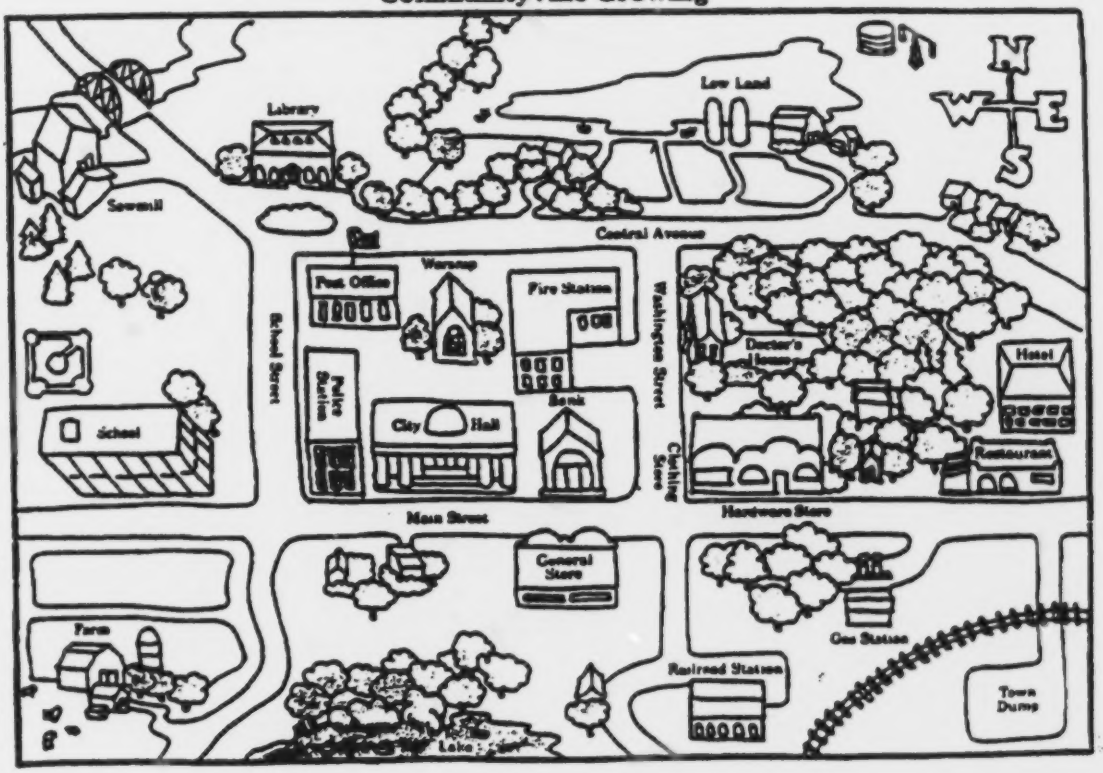
_____

Pre-Task Activity

## Communityville Growing

Here is a map of Communityville after a few years have passed. Look at the map carefully. You will see that some things are the same, but other things have changed.

**Communityville Growing**




National Center of Economic Education for Children

## Progressville Pre-Task Worksheet 2
## Use with Communityville Growing Map.

1) Some things in Communityville are in the same place, but they have changed in some way. On your map, circle four of these things . Pick one of the changes. Tell why you think it may have happened.
***Example: The school is bigger because there are more students.***

Another thing in Communityville which has changed was

_____.

This probably changed because

_____.

2) Some things in Communityville are new. Draw a box around four things on the map which were not there in Communityville a Long Time Ago. Select one of the changes to complete this section.

One new feature in Communityville is the_____

It is located near_____.

The reason I think this was added to Communityville is

_____.

3) There are now more places where people can find the resources they need. On your map, count the number of places where people can find food, clothing, and shelter.

People can find food in _____ places.

People can find clothing in _____ places.

There are _____ places where people can live on this map.

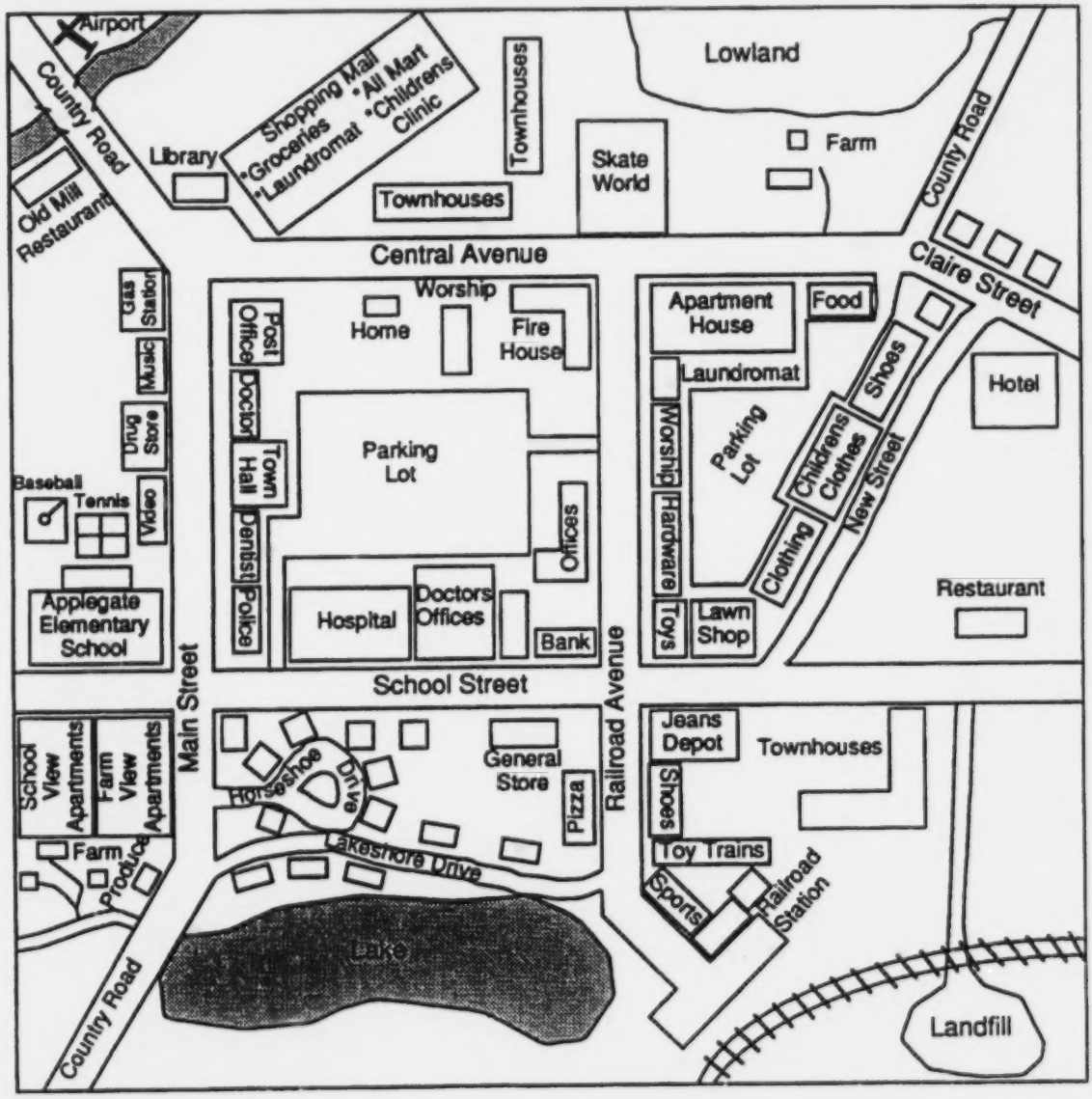
4) Whenever people change their community, there can be advantages and disadvantages. For example, when a new building is built, there is less open space. For each of the changes below, list one advantage and one disadvantage.

| | Advantage | Disadvantage |
|---|---|---|
| More cars | | |
| More houses | | |
| More stores | | |
| New library | | |

## Student Task

Progressville is a busy town with lots of stores, a new school, many businesses and homes for thousands of people. The citizens are very proud of their town. It's a great place to live, work, and play.

Here is a map of Progressville Today.




Progressville Today

Sometimes new people come to the town to live. This map helps them find the things they need and want. Pretend you are a newcomer to Progressville. Use the map of Progressville Today on page A-12 to help you answer these questions. Write your answers here. You may write the name of the place or the address.

*Example: Where do children in Progressville go to school?*
*Answer: At Applegate Elementary School or at the corner of School St. and Main St.*

## Part One: Resources in Progressville

1) Where do people in Progressville get their food? Tell at least three places.

a)_____

b)_____

c)_____

2) Where do families live? Name three buildings or neighborhoods on the map which are residential.

a)_____

b)_____

c)_____

3) What are some jobs people can do to earn money in this town? Name three.

a)_____

b)_____

c)_____

4) Name three places in Progressville where people get clothing.

a)_____

b)_____

c)_____

5) Where do people get health care? Name three places.

a)_____

b)_____

c)_____

6) What do people do here for fun? Name three activities you can identify from the map.

a)_____

b)_____

c)_____

7) How do people in this town probably get around? Name three means of transportation you can identify from the map.

a)_____

b)_____

c)_____

Do you think you would like to live in Progressville today? Why or why not?

_____

_____

_____

_____

_____

_____

## Part Two: Change has Adva

Progressville wasn't always like it is t
smaller. There were a lot less peopl
story appeared in the town newspape
changes in Progressville.

**OLDTIMERS REMEMBER**
**LONG TIME RESIDENTS RECALL LIFE**
**50 YEARS AGO**

Third graders Jerry Pierce and Shawn Slade wanted to know about life in our town long ago. They found four people who remembered a lot about Communityville. They have all lived here more than 50 years. Jerry and Shawn visited Happy Acres Senior Center. Their questions were answered by **M**ary Moore, **O**scar Perkins, **E**sther Jacobs, and **J**ake Jessup. Here is the interview:

**What was Communityville like when you were young?**

**M**: "It was much smaller. Houses were smaller, too. We knew everyone in town."
**O**: "You could say life was slower then. We walked nearly everywhere. During the war there wasn't much gasoline so we didn't waste any."
**E**: "But we didn't mind because there weren't so many places to go."
**J**: "Nope. I never would have expected so many changes."

**How did you get your food back in the 1940's?**

**M**: "Well, we grew some of it. We had a great big Victory Garden, and all of us kids had to work in it. Then my mother canned tomatoes, vegetables and fruits for the winter."
**O**: "We didn't go shopping so often, so the milkman and the breadman came to the house to sell."
**E**: "We bought our eggs from a farmer. And sometimes other things, like strawberries. There weren't many restaurants back then. Mostly, we just ate at home."
**J**: "There was a food store. It sold only a few items. You had fewer choices."

**What about clothing?**

**M**: "My mother made most of my clothes. She bought the fabric at the general store."
**O**: "We ordered from the Sears catalog sometimes."
**E**: "The general store had a few items."
**J**: "My grandmother knitted my sweaters, mittens, and caps."

**How did you travel?**

**M**: "If we needed to travel a long way, we used the train."
**O**: "There weren't as many cars. Sometimes people used the bus or shared rides."
**E**: "We walked to school, and wherever we needed to go in town. Or we rode our bikes."
**J**: "I never knew anyone who had been in an airplane back then."

**What did people do to make money in Communityville in the 1940's?**

**M**: "My parents were farmers. There were lots more farm families at that time."
**O**: "My father worked at the mill. My mother stayed at home and raised the family. Some women worked away from home, but my mother never did."
**E**: "Some of the men worked at lumbering. They cut down trees and took them to the sawmill where they were made into boards."
**J**: "Some people worked at the stores downtown, and then there were the doctor and the minister."

**What did you do for fun?**

**M**: "We went to the movies. There was no TV then, and the movies were cheap."
**O**: "In winter we went skating and sledding. In the summer we went swimming in the pond."
**E**: "We played with other children, and many of our toys were homemade."
**J**: "All of us read lots of books. Most families had radio, and there were good shows to listen to, like the Lone Ranger and Flash Gordon."

Progressville Long Ago

LEGEND

House

Water

## Student Task Part Two
## Change has Advantages and Disadvantages

What are some important ways that Progressville has changed since 1945? List as many as you can. Hint: You can find changes in the news article, in the other examples, and by comparing the maps of Progressville Today and Progressville in 1945. Tell why you think each change happened.

List your answers here:

| Change | Reason |
|---|---|
| ***Example:*** ***More houses and apartments*** | ***More people live in Progressville*** |
| | |
| | |
| | |
| | |
| | |

Change can have **advantages** and **disadvantages**. For example, when families began to own televisions there were some advantages. They had shows and news in their own home and they didn't have to buy a ticket. But there were disadvantages, too. Televisions cost a lot of money. They were small and had only a black and white picture. And people missed seeing their friends at the movies two or three times each week.

Choose two of the changes from the list you just made. For each change tell the advantages and the disadvantages for the people of Progressville.

The first change I noticed is

_____

An advantage of this change is

_____

An advantage of this change is

A disadvantage of this change is

Do you think you would have liked to live in Progressville as it was in 1945? Tell why or why not.

## Part Three: Choices for the Future

Every day Progressville changes. People make decisions about what to buy, where to shop, where to live, and what they will do to make money.

Businesses make decisions, too. They decide what products to make, what to sell, or what services to offer. They decide on the best place for their business.

Some changes are better than others. Some changes can lead to more convenience, more variety, and a better life for citizens. Other changes can lead to traffic problems, pollution, or loss of good things we have. It is important to make good decisions.

The owner of the Progressville General Store has an idea. He would like to start a new business. He would like to build a factory to make computer equipment. His factory would have jobs for about 300 people. He would sell the computer equipment to people in other towns and cities in the U.S. and around the world. He would also change the name of his store to Computerworks and sell his products in Progressville.

The owner has chosen to build his factory north of Central Avenue on the part of land labeled LOWLAND. Here is a drawing of what his factory would look like.

He needs permission to build on this land from the City Council, since he will be filling in wetland. He will also need to build a new road from his factory to Central Avenue.

The City Council is made up of citizens of Progressville who are elected to help make decisions for the good of the whole town. They must vote next week on whether to allow this new factory. Please help them by using your skills to think about this decision.

1) What are some advantages for Progressville if this factory is built? Name at least three.

a)_____

b)_____

c)_____

2) What are some disadvantages of this change? Name at least three.

a)_____

b)_____

c)_____

The City Council of Progressville is asking citizens for advice. What do you think? Should they allow the factory to be built? Is this a good change for Progressville?

Now you will begin to write your answer in a letter to the City Council. Begin with your rough draft. Tomorrow you will fix mistakes and make the final copy of your letter.

In your letter you must:

- clearly say whether you are for or against the plan to build the computer factory.
- include at least two reasons for your opinion. (You may use any part of this packet to help you organize your answer. )
- use the friendly letter format and use your best language arts skills.

Helpful hint:

Before your letter is finished, you should check to see if you have done all of these things.

## Student Score Sheet

**Student Name** _____

### Part One: Resources in Progressville

You may accept any reasonable answer which the child supplies from the map. There should be no duplications. Check the appropriate box:

____ **Meets Expectations**
The student successfully identified 18-21 resources from the map.

____ **Approaches Expectations**
The student successfully identified 15-18 resources from the map.

____ **More Instruction Needed**
The student identified less than 15 resources.

### Part Two: Change Has Advantages and Disadvantages

Check the appropriate box:

____ **Meets Expectations**
The student's response shows a clear understanding of the concepts. Two changes are identified, and each is accompanied by an advantage and a disadvantage.

____ **Approaching Expectations**
The student must identify at least one change with an acceptable advantage and disadvantage.

____ **More Instruction Needed**
The student's response shows little or no understanding of the concept of change **and/or**
The student's response shows little or no understanding of the advantages and disadvantages which come from change **or**
The student makes no attempt.

### Part Three: Choices for the Future

Anchor papers have been supplied to help you score this section. See attachment.

____ **Meets Expectations**
The student's letter takes a clear position and supports that position with two reasons. The response is in simple letter format and exhibits appropriate writing skills.

____ **Approaching Expectations**
The letter takes a clear position and supports it with at least one reason. Letter format is used and writing does not interfere with understanding.

____ **More Instruction Needed**
No clear position is taken, or reasons given are unclear, or writing is confusing or unclear. Response not in letter format.

## Anchor Responses for Part Three:

### MEETS THE STANDARD

- This student takes a clear position.
- Reasons are given to support the position: jobs will be created, the product is needed, and workers will increase skill and earnings power.
- Friendly letter format is used, and the student has communicated effectively.

"Meets the Standard"

May 13,1995

Dear City Council,

I heard the owner of Eaglesville General Store was going to ask you if he can build his computer factory. I think he should be able to build his factory because many people need jobs and another reason is because people need a computer. I also think the people will become more educated and the people will earn more money.

Yours truly,

"Meets the Standard"

May 13, 1995

Dear City Council,

I think the factory should not come to our community. It is a very bad idea.

It will create more pollution in the town. If they build it there, there will be wreck's, because its by Skateworld. Kids will come out at 5 o'clock and the people that work will come out too. That will cause a prombe. There will be less oxegen, because they cut down the trees.

Thank you for letting me vote. I hope you pick no.

Sincerely

- This student also meets the standard. The writer's position is clear.
- Reasons given support the position taken.
- While there are a few spelling and punctuation errors which should be corrected, they do not prevent the reader from understanding. Letter format is used.

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## APPROACHING THE STANDARD

- This student takes a clear position.
- Only one reason is given in support.
- Letter format is used.
- Written communication skills are adequate.

"Approaching the Standard"

May 18, 1995

Dear City Council,

I hope you do not let them build the compter factory. Because we will lose space. It will take up a whole lot of room. We do not want to lose space. We have to have room to play. I vote no.

Yours truly,

"More Instruction Needed"

May 19, 1995

Dear City Counsil

City council I hope you become a nice and nice person than you al ready is. And when you come from when ever you come were ever you come were you at. Then come over my house please. And make me happy. And we will vote for the land. And before we vote in going to get and city counsil. Because i want to win are land. You took over wet land to Her we are happy ever after. And safe and sound?

YOU truly

## MORE INSTRUCTION NEEDED

- Position taken by the student is unclear.
- No clearly supporting reasons are provided.
- Numerous errors in spelling, punctuation, capitalization and organization are an obstacle to communication.

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# Clues You Can Use

## Teaching Social Studies through Literature

### Grade 3

# Clues You Can Use

## Teaching Social Studies through Literature

| | |
|---|---|
| CONTENT STANDARDS: | K-3 Economics Standard 1 [Microeconomics]<br>Geography Standard 3 [Places]<br>History Standard 1 [Chronology] |
| THEME: | "Change Over Time" |
| SUMMARY OF TASK: | After studying change over time by reading The Little House by Virginia Lee Burton, students will use clues in photos and quotations to identify settlements, economic activity, and evidence of change over time. |
| DEVELOPED BY: | Bonnie Meszaros, Center for Economic Education; Charlotte Hughes, Richey Elementary; Willie Gotch, General Arnold Elementary, and Maggie Legates |
| REVIEWED BY: | Kris Knarr, Michele Coldiron, Ann Neubauer, and Peter Rees |
| GRADE CLUSTER: | K-3 Task - exit grade 3 |
| CLASS TIME REQUIRED: | Six to seven class periods, for pre-task and task (extension activities will take longer. |

MATERIALS, EQUIPMENT, OR SPECIAL SET-UP:

A copy of The Little House by Virginia Lee Burton
Transparencies of pages 7, 9, 11, 13, 17, 29, and 33 from The Little House
Chart paper and markers
Delaware Highway Maps (available from Delaware Dept. of Transportation)
Activity sheet for Day 3 " House for Sale"
Student activity cards (Blackline master included)

This section contains:

- Prior Instruction/Experience Needed Before Task
- Pre-Task Activity
    - Task Activities
    - Task - Teacher Instructions
    - Exemplary Answers
- Scoring Rubric
- Student Task
- Delaware Photo Book

# CLUES YOU CAN USE - PRE-TASK Teacher Directions

## DAY 1

The discussions and group activities outlined here are designed to help students understand rural, suburban and urban settlements. Students should develop a sense of place [geography] and also an understanding of the economic activity that takes place in settlements of varying size.

- **Before reading The Little House,** place the following key words on the board or on chart paper: rural (country), suburban, urban (city)

Explain to the students that you will be reading together a book in which the setting changes. As the story unfolds the area around the little house changes from rural to suburban, to urban. Ask members of the group to suggest things a person might see if he were traveling in a rural setting (in the country). Write these under the key word. Direct the students if necessary by asking about building styles, economic activities, etc. Do the same for urban areas (city) and for suburban areas. It may be hard for students to distinguish between small towns and suburbs. There are often similarities in building styles, and in fact many suburbs started out as small towns distant from urban areas. The important difference for students to understand is that suburbs are close to and connected with a big city. Residents may travel to the city to work or to shop. Roads and rail lines connect the suburb to the city and usually to other suburbs. American suburbs are increasingly connected to each other, so people in one suburb of the city may travel to work or shop in another suburb of the same city.

Please note: Students may have more difficulty describing settings which they have not experienced. It is important to help the student relate his/her own experience to the lesson and build on it. This lesson is designed to help extend student knowledge and vocabulary.

- Ask the students to choose one of the settings (rural, suburban, or urban) and write a word or phrase to describe what a person would experience with each of the five senses. For example, the urban setting might prompt the student to write, "See tall buildings, smell smoke from cars, hear buses and trains, taste chlorine in the water, touch a revolving door." Students should share the results with other members of the class. It is important that all three settings be covered by someone in the group in this exercise. It may be necessary to ask for volunteers or for the teacher to do one of the settings. Students should share their lists and talk about common characteristics they have written.

(To help students with limited experience, relate this activity to school trips the students have taken, television shows and commercials, photos, and shared experience from classmates or others who have traveled.)

- Read aloud The Little House by Virginia Lee Burton. Ask the students to look for changes of the setting from rural to suburban to urban.

## Day Two

- Distribute Delaware highway maps. Ask students to work in pairs to identify and list at least ten towns or cities in Delaware by name. Tell the students that many of these are called urban areas. (The U.S. Census defines urban places as those with over 2500 population.) Have the students locate the city of Wilmington on the map and note the large number of place names close to Wilmington. These are suburbs. Ask the students to identify at least two or three areas they think are suburban. Lastly, ask the students to note the large amount of space which is not urban or suburban. This area is called rural. It may be used for farming, but may also be covered with forest, marsh, beach housing, etc.

The students should be able to give a definition and an example for each of the settlement types by the end of this lesson. (Examples need not be within Delaware.) The student might say "An urban area is a city with tall buildings, many cars and people. Wilmington and Philadelphia are cities."

*Optional extension:*
You may wish to have students use their lists from the exercise above to generate Place Poems. These poems will describe a place by telling about the senses. They need not be rhymed or have a meter. Some examples:

*In the City*

*In the city I see many people rushing to work.*
*I hear the horns "honk, honk!!"*
*The air smells like smoke.*
*In the city I can eat huge pretzels from the man who sells them on the street.*
*The concrete feels hard under my feet.*

*Suburbs*

*All the houses on all the streets look the same to me.*
*I hear the sound of traffic, and the birds are singing, too.*
*In the suburbs I can eat all the junk food I want!*
*I smell the flowers in the park.*
*I love the way it feels to ride the escalator at the mall.*

*Rural Children*

*Rural children see green growing things everywhere.*
*They hear the roar of a tractor.*
*Rural children smell manure from the chicken house sometimes.*
*Strawberries from the garden taste so sweet.*
*The grass feels soft and cool under bare feet.*

## Day 3

A. Before the lesson begins, write the following chart on the board:

**Basic Needs and Wants**

| | | | |
|---|---|---|---|
| 1. | Food | 6. | Housing |
| 2. | Clothing | 7. | Transportation |
| 3. | Entertainment/Recreation | 8. | Health Care |
| 4. | Jobs/Work | 9. | Land Use |
| 5. | Education | 10. | Environment |
| | | 11. | Water Source |

B. Remind the students about the story The Little House. Place a transparency of page 9 on the overhead. Instruct students to pretend they live in the little house in this picture. Ask students the questions below. As students answer the questions, fill in their answers under the column, RURAL next to the appropriate economic want. (See sample chart.) Explain to students that an **economic want** is something they would like to have and that they obtain these wants by consuming a good or service.

QUESTIONS

If you lived in the little house in the country,

1. Where would you go for food?
2. Where would you get clothing?
3. Where would you play or what things might you do for fun?
4. Where would people work?
5. Where would you go to school?
6. What kind of housing do people live in?
7. How would you get around from place to place?
8. How would you get health care?
9. How much land is between the houses? What is the land used for?
10. What would the environment probably be like in this setting?
11. Where would you get your water?

C. Show a transparency of the little house on pages 11 and 13 from the book. Ask students to examine these pictures and look for additional information to add to the rural column of the chart.

D. Place a transparency of the little house on page 17 on the overhead. Instruct students to pretend they live in the little house on page 17. Repeat questions 1-11 above and add students' answers to the chart under the heading, "Suburban" (See sample chart.)

E. Show transparencies of the little house on page 29 and 33. Repeat the process for the Urban setting.

A completed chart might look something like this:

## SAMPLE CHART

| | Economic Want | Rural | Suburban | Urban |
|---|---|---|---|---|
| 1. | Food | Grow & make own | Buy at store<br>Eat at restaurants<br>Produce stand | Buy at store<br>Eat at restaurants |
| 2. | Clothing | Make own | Buy in stores | Buy in stores |
| 3. | Entertainment/ Recreation | Ice skating, swimming, fishing, skiing, sledding | Movies, theater, concerts, travel to city for sports, museums | Theater, movies, sporting events, museums |
| 4. | Jobs/Work | Farming | Retail, office work, gas station attendant | Many–construction, office work, truck & taxi drivers, shop owners, police |
| 5. | Education | School not close by, probably small | Probably close by | Probably within walking distance & large schools |
| 6. | Housing | Single family home | Single family homes | Apartments, townhouses |
| 7. | Transportation | Horse & carriage, walk | Cars and trucks | Streets, train tracks |
| 8. | Health Care | Doctors not close by, home care | Doctors, hospitals | Doctors, hospitals |
| 9. | Land Use | Farming, lots of space between | Lawns, houses, roads | Shops, apartments, offices, little open space, neighbors close together |
| 10. | Environment | Non congestion, blue skies | Smoke & pollution | Congested, pollution–noise and air |
| 11. | Water Source | Streams, wells | Probably city water | Probably city water department |

- Distribute to students the Activity Sheet HOUSE FOR SALE. Explain that people often write short paragraphs in newspapers to advertise homes that are for sale. Several examples are provided on the page. Each includes a description of the house, but also some information about the area where the house is located. Ask students to complete the sheet by writing a sale ad for the Little House in the urban and suburban settings. The ad for the rural setting is done as an example.

# House For Sale

Most newspapers have a section called Real Estate. In this section people tell about houses, land, or businesses they would like to sell. People who want to buy a house need to know some things. They need to know where the house is. Most people want to know about the neighborhood or area where they would be living. They need to know what the house looks like, how big it is, and what the rooms are like. This information is found in a real estate ad.

When it comes to shelter, all families do not need or want the same thing. Some people want a large home with a big lawn far from crowded areas. Some people want to be close to shopping and work. So the newspapers include lots of ads for different kinds of homes.

Here is an example of a real estate ad:

"Well-built new home in rural setting would be the perfect home for your family. Large backyard for children to play. No neighbors, noise or pollution. Apple trees an extra."

This ad describes the little house at the beginning of the story.

Now it's your turn. Try to write an ad for a house in the suburbs or in the city. You may choose to write the ad for the little house, or you may make up your own home to sell. Your ad must be less than 50 words and should answer these questions: Where is the home? What are its surroundings like? What is the home like? Why would someone want to live there? Write your ad on the lines below:

## Day 4

Remind students that although the area around the little house appeared quite different at different times during the story, most of the change happened in the same spot where the house was originally built. Over time people had done things which changed the area around the little house. Begin by asking the students these questions:

1. What clues in the story and the pictures told us that time was passing? (seasonal changes in foliage, weather, etc.; changing technology, different styles of dress.)

2. How has the community that surrounds the little house changed over time? (There are more people, more job opportunities and places for people to work, faster means of transportation, more transportation choices, more places to shop for clothing and food as well as other goods, more places to eat, less open and less green space, different land use, and different types of housing.)

3. Some things have not changed for the people who live in the little house, however. What are some things people need or want whether they are living in an urban, suburban, or rural area? (People eat, work, need housing and enjoy entertainment, but how they meet their wants are different over time because as areas become more populated, people have different wants and use resources, the land, people and tools, differently to satisfy these wants.)

4. As areas grow, some positive things happen. What are some advantages of these changes due to growth? (People have access to more services. More goods are available, and more jobs are created. Students will need help to make some inferences about activities in the city such as going to the theater, concerts, sporting events, other forms of entertainment, and choices of restaurants, compared to when the little house was in the country.)

5. As areas grow, some negative things happen. What are some disadvantages of these changes due to growth? (Pollution, congestion and loss of natural resources. Dense settlement makes some activities such as farming, hunting and herding, difficult or impossible. Less open space.)

6. What are some reasons the area around the little house changed?

Transportation made it possible for people to live in the area and commute to the city, so more people came. As the area became more populated, people had more and different wants. Remind students that **economic wants** are things you would like to have and that can be satisfied by consuming a good or service. People used the resources, the land, people, tools and equipment, differently to satisfy these wants.)

- Use the transparencies as prompts to help the students retell the story of the little house in their own words. Reinforce the story sequence by showing each transparency and asking "What is happening here?" "What happened next?"

- A blackline master has been included for a set of cards which should be reproduced for each student. (You may wish to laminate these for reuse.) First ask the students to put the picture cards in correct time order on their desk, forming a kind of picture timeline across the top of the desk. Next ask the students to place the label cards Rural, Suburban, Urban) on top of an appropriate picture. Do a visual check for understanding.

*Optional language arts connection: Students might be asked to write a new ending to the story. What might have happened if the granddaughter had not decided to move the little house to a rural location? This is very effective if done on story paper so that students can illustrate their pieces.*

## Visual Organizer

**Pre-Task**

**Day One**

Theme: Rural, Suburban, Urban

Materials: Chart paper and markers or chalkboard
Copy of The Little House by Virginia Lee Burton
Photos of rural, suburban, and urban landscapes, if available

Preparation:

Activities:
- Whole group discussion of rural, suburban, urban
- Listing of attributes

**Day Two**

Activities:
- Map activity

Optional Extension activity (Language Arts): Place poems.

**Day Three**

Theme: Economic wants are met differently in rural, suburban, and urban settings

Materials: Chart paper and markers or chalkboard
Overhead projector
Set of Little House transparencies

Preparation: Place chart on board prior to beginning of the lesson
Duplicate "House for Sale" activity sheet

**Day Four**

Theme: Change over time

Materials: Overhead projector
Little House transparencies
Student activity cards
Optional Extension activity (Language Arts): Write a new story ending.

Preparation: Reproduce student activity cards.

**Day Five**

Assessment of Student Understanding -Section One

Materials: Student Task Booklet and Delaware Photo Book for each student

Preparation: Preview and provide alternative activity for those who finish early

**Day Six**

Finish Assessment - Sections 2 and 3

Materials: Student Task Booklet and Delaware Photo Book, scratch paper

Preparation: Preview and provide alternative activity

# CLUES YOU CAN USE

# STUDENT TASK

## The Little House Task: Clues You Can Use
## Student Booklet

**Directions:** Today you will work by yourself to show how much you have learned. Read each section carefully and answer as completely as you can. Your teacher will explain the directions of each section before you begin. Ask for help if you do not understand the directions.

**Section One: A Picture is Worth 1000 Words**

You should have received a copy of the Delaware Photo Book. Look at the photos carefully. Each picture was taken somewhere within our state. Each picture contains clues to help you answer the questions in this booklet. Use the number on each photo to answer the questions.

1.) After you have looked at all the photos, decide which picture you think is the **best** example of a rural area. Write the number of the photo here: _____

2) Think about your answer to the first question. Why did you choose that photo for an example? _____

_____

What clues told you that this photo was taken in a rural area? List at least three clues here.

Clue #1 _____

Clue #2 _____

Clue #3 _____

3) Are there other photos in the book which you think are probably rural as well? If so, write the number of the photos here. _____

4) We often say that people who live in rural areas live "in the country". In this case country is a synonym for rural. A word that means the same thing is called a synonym. A synonym does not tell the meaning of the word.

A definition is a sentence which tells the meaning of a word. On the lines below, write a sentence that explains the meaning of the word **rural**.

_____

_____

_____

_____

_____

5) Now look at the photos again. This time choose a photo which is the best example of an urban area. Write the number of the photo here. _____

6) List three clues you found in this photo which helped you decide this area was urban.

Clue #1 _____

Clue #2 _____

Clue #3 _____

7) Write a definition for the word **urban.**

_____

_____

_____

_____

_____

8) Write the names of at least three urban areas you know about. They need not be in Delaware.

_____

_____

_____

9) Which photos do you think were probably in the suburbs? Write the numbers here.

_____

10) Now write a definition for the word suburb.

_____

_____

_____

11) Jerry says that suburb means the same thing as small town. Taneka says they are different.

Who is right? Explain your answer.

_____

_____

_____

_____

_____

**Section Two: Listening for Clues**

**Directions:** In this section the clues are the words people say. You will read a series of quotes. You must use your knowledge and skill to decide: Is the speaker from a **rural**, **suburban**, or **urban** area? Read each quote and write the answer on the line after the quote. Here is an example:

*Quote: "Our house is 5 miles past the general store on the right. Our name is on the mailbox, and we have a sign that says "Eggs for Sale".*

*The area this person lives in is rural. I can tell because the house is far from others and because the family has chickens.*

1) "The subway was really crowded this afternoon. I had to stand all the way home from work. I stopped at the bakery and the grocery store as I walked the three blocks home."
The area this person lives in is _____. I can tell because

_____

_____

2) "We had to rush Grandpa to the hospital on Sunday. I was afraid he wouldn't get there on time. It's thirty miles, and you can't drive fast because the road is so bumpy."
The area this person lives in is _____. I can tell because

_____

_____

3) "Most people here drive about an hour each morning to work. The traffic jams on the way into the city are not fun, but we want our kids to have room to play and cleaner air to breathe. "
The area this person lives in is _____. I can tell because

_____

_____

4) "Paul and I are looking for an apartment in the northeast. We want to be within walking distance of my office and Paul's store. Are there any vacancies in your building?"
The area this person lives in is _____. I can tell because

_____

_____

5) "The peas are about ready. We'll have to harvest them soon, because it's getting hot."
The area this person lives in is _____. I can tell because

_____

_____

6) "Mom, the kids at school are planning a hayride for Friday night. Bob's father will pull the wagon with his tractor. Ken and his brothers are building the bonfire. Can I go?"
The area this person lives in is _____. I can tell because

_____

_____

7) "I need to buy a new TV, so I checked the phone book. I found seven stores within a few blocks of our apartment that sell televisions. I'm going shopping tomorrow."
The area this person lives in is _____. I can tell because

_____

_____

8) "Dad took the 6:00 train in to work this morning. We need to pick him up at the station at 6:30 this evening."

The area this person lives in is _____. I can tell because

_____

_____

**Section Three: Time Changes Places**

**Directions:** Look on pages B-28 and B-29 of the Delaware Photo Book. The Photos shown were taken in the town of Newport but not at the same time. Use what you have learned to explain the differences between these photos. Write a paragraph that tells what changes you notice in Newport. Write a second paragraph that tells why you think these changes probably happened.

## Clues You Can Use - Score Sheet

**Section One : A Picture is Worth 1000 Words**
Award one point for each correct response where no point values are indicated.

____1. Accept any of the following photo numbers: #1, #5, #8, #9.

____2. Student must provide three different reasonable responses. Possible correct answers could include: irrigation or other farming equipment, dirt roads, few cars, crops growing, farm buildings. (This item is worth 3 points.)

____3. Student must provide at least one additional number from the list above.

____4. Student definition should include a sentence which shows clearly that the student understands the meaning of the word.

____5. Accept any of the following urban photos: #2, #3, #6,#7,#11, #12,#13, #14

____6. The student should list three different reasonable responses. Possible answers could include houses close together, many vehicles, buildings with many floors, few plants, parking signs, etc. (This item is worth 3 points.)

____7. Student definition should include a sentence which shows clearly that the student understands the meaning of the word urban.

____8. Accept the names of three cities within or outside Delaware. (This item is worth one point.)

____9. Photos # 4 and #10 are suburban. Student must include at least one of these.

____10. Student definition should show a clear understanding of the meaning of the word.

____11. The student must explain that there are differences in a suburb and a small town. Suburbs are close to and connected to a city.

_____ Total score this section (15 points possible)

**Meets or Exceeds Standard** : Student scores 13 or more points
**Approaching the Standard** : Student scores 10-12 points
**More Instruction Needed**: Student scores less than 10

**Section Two: Listening for Clues**

Award one point for each correct answer.

_____1. Urban area; clues include subway, walking to bakery and grocery, distance walked in blocks (Both the correct word and a correct reason must be given.)

_____2. Rural area; clues include distance to hospital, condition of road

_____3. Suburb; clues include travel to city to work, traffic, contrast with urban crowding and pollution

_____4. Urban; clues include apartment living, reference to urban region or neighborhood, closeness of home to work

_____5. Rural; clues include reference to agricultural activity and crops

_____6. Rural; clues include reference to tractor, hayride and bonfire.

_____7. Urban; clues include apartment living, large number of stores selling same product

_____8. Suburban; reference to work in the city and passenger train transportation

_____ Total points this section

**Meets or Exceeds the Standard:** Student answers at least 7 correctly
**Approaching the Standard:** Student answers at least 5 correctly
**Needs Additional Instruction:** Student correctly answers less than 5

**Section Three: Time Changes Places**
This section should be scored holistically, that is, the teacher must read the paragraph carefully looking for the required elements and compare the written work to the scoring rubric.

_____ **Meets or Exceeds the Standard :** The student has described the changes in one paragraph and in a second paragraph has explained the changes in terms of changing wants and economic activity.

_____ **Approaching the Standard:** The student describes the changes that have taken place, but may not adequately explain them. Or the student may include both a description and an explanation, but not in paragraph form.

_____ **Needs Additional Instruction:** Description and/or explanation incorrect or unclear.

Exemplars

**Meets or Exceeds the Standard:**

Newport has changed a lot between the two pictures. The old picture shows farms and haystacks. There is a small bridge. The town has a few buildings. I noticed the biggest road goes near the river. The newer picture shows lots of roads and a bigger bridge. The farm is gone and there are buildings instead. The biggest road goes across the bridge. I noticed the old bridge is still there.

I think Newport looks different because there are more people. There are more cars, too. That's why they needed a bigger bridge. The roads help people get to work or go shopping for things they want. People came here to work, and now there are factories. Newer things and more people changed Newport.

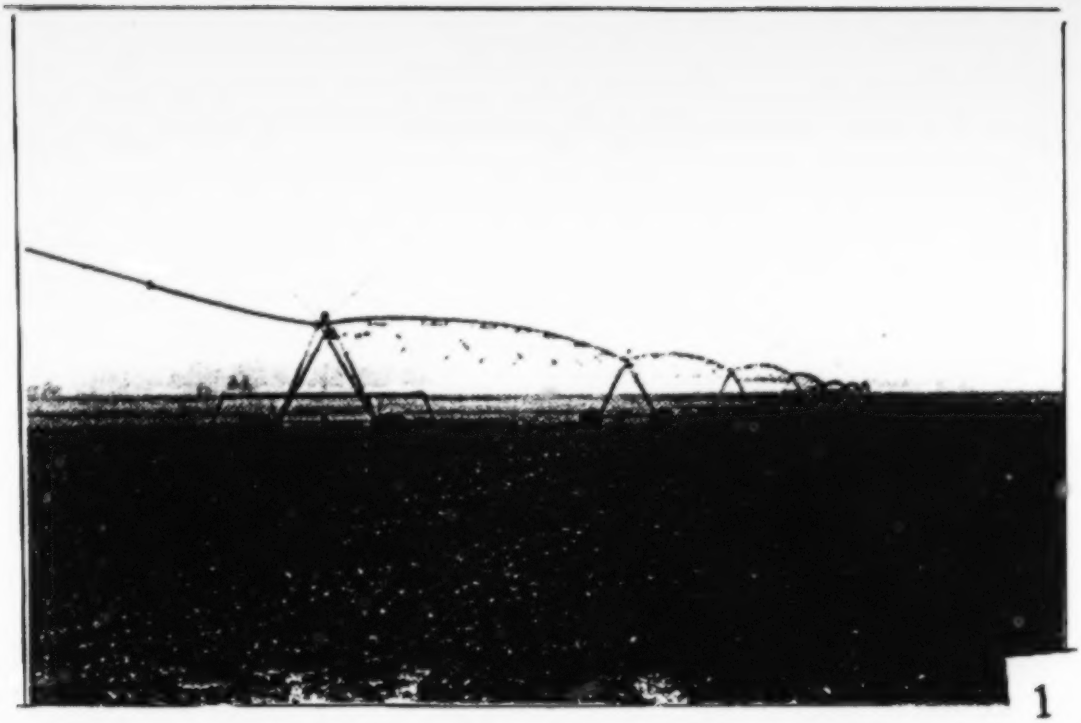
**Approaching the Standard:**

People took two pictures of the town. One is small and has farms. The other is bigger and has roads and bridges and buildings and stuff. There is a river in both pictures. The pictures are different because they don't look the same. They have more things in one than the other. You can't see them, but I think there are more people, too.

**Needs Additional Instruction:**

Both pictures have buildings, roads, bridges, and a river. People made these things because they wanted to.

# Delaware Photo Book
# for
# Clues You Can Use



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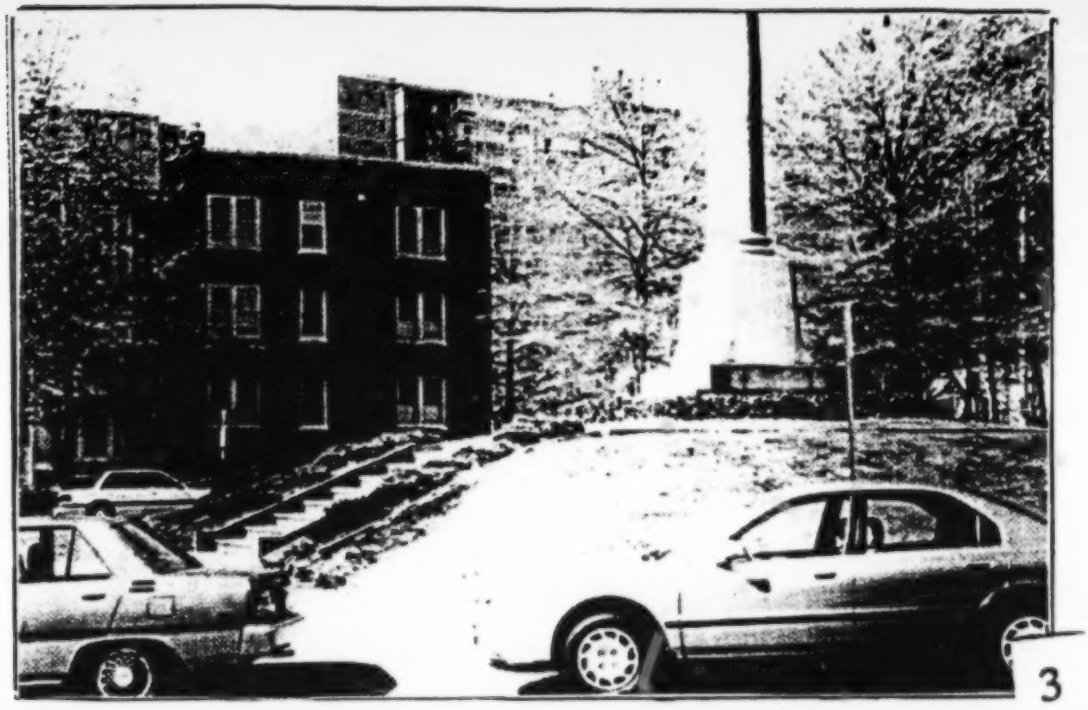

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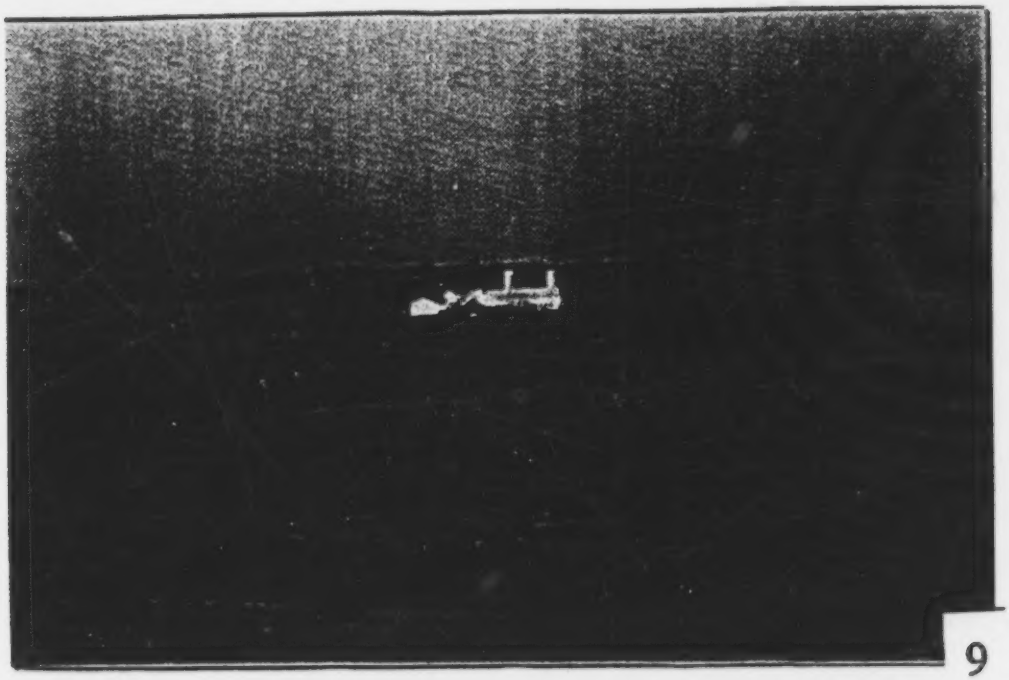

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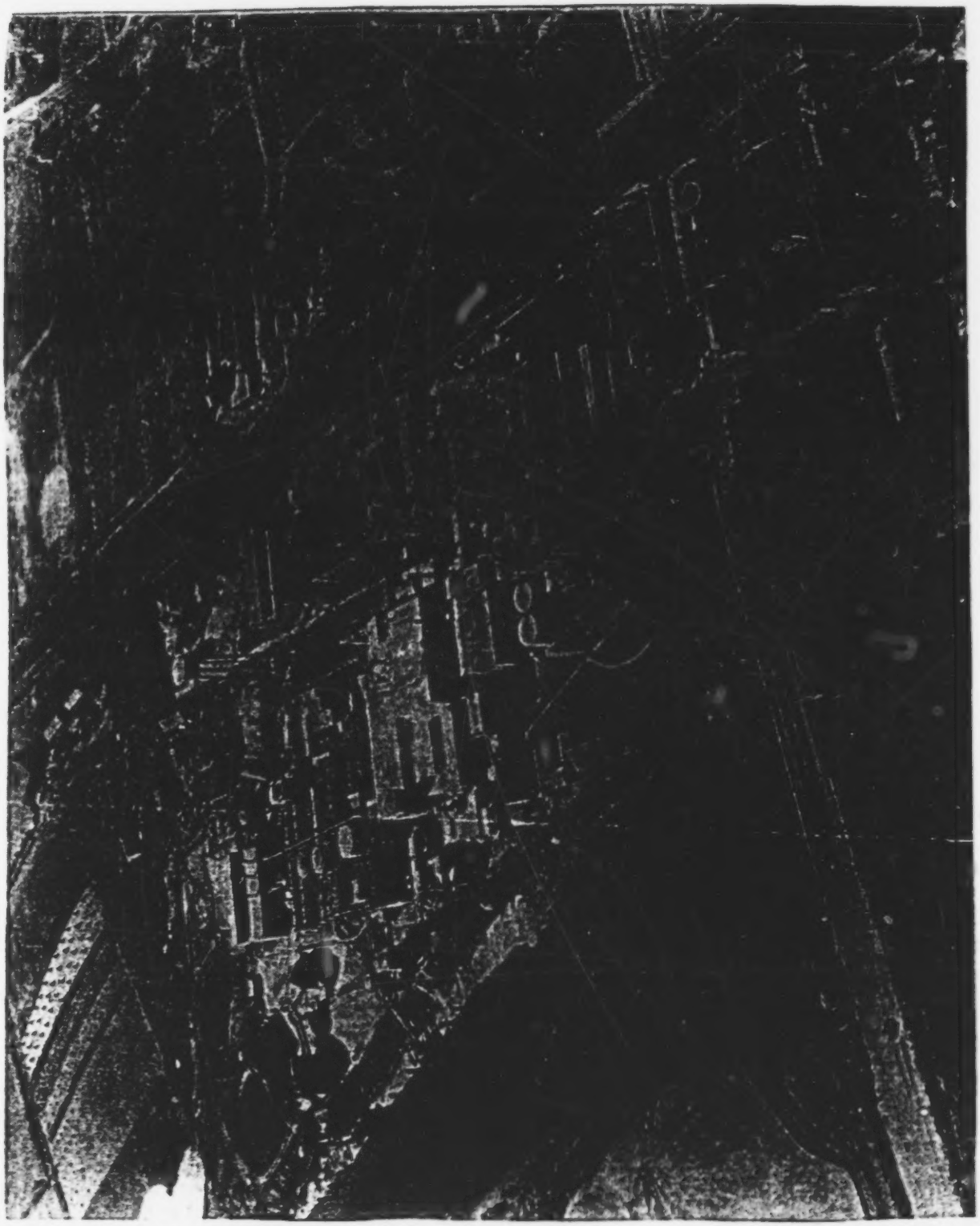
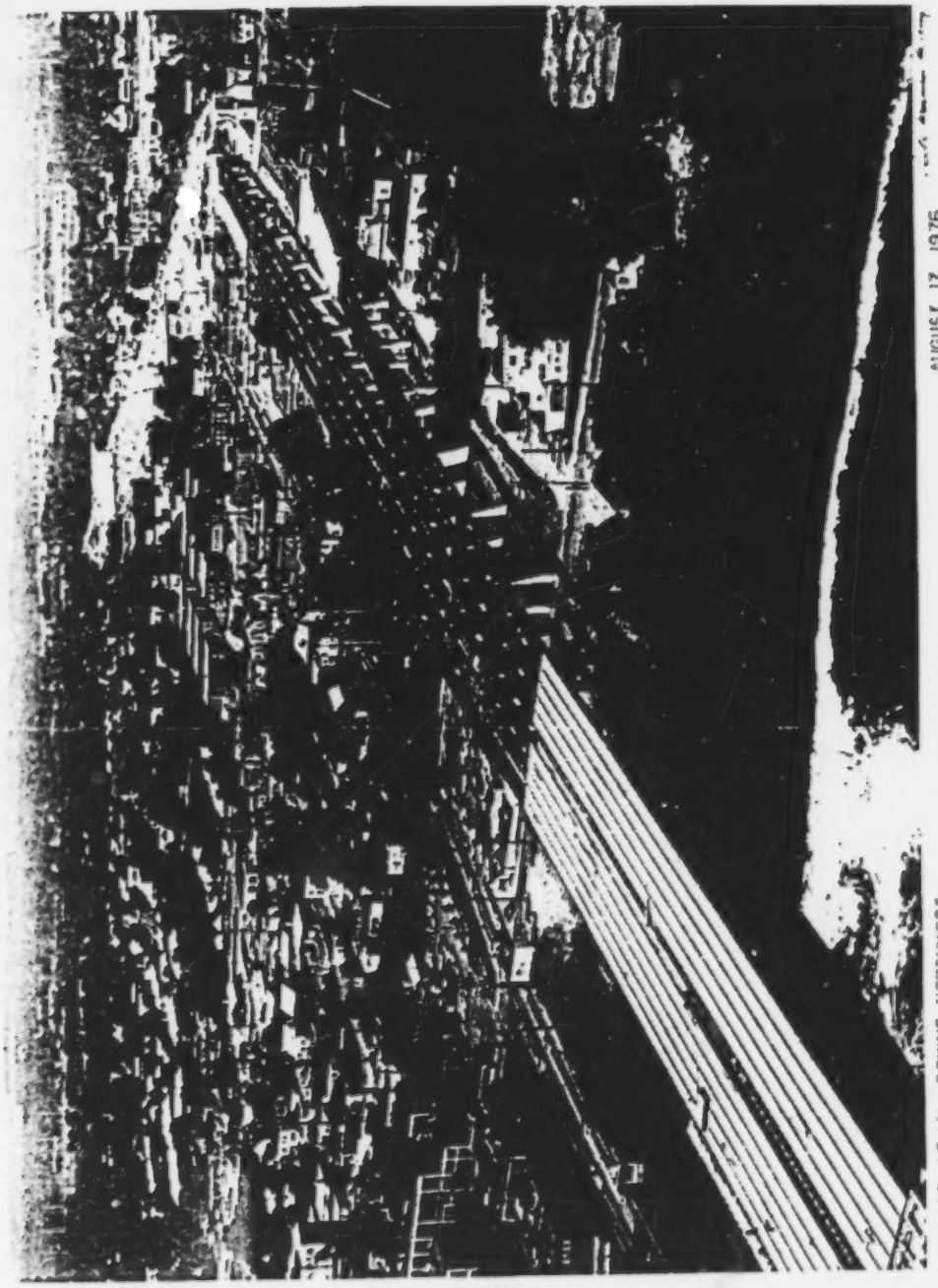


Source: Historical Society of Delaware Newport, 1932




Source: Historical Society of Delaware Newport, 1976

## Meets the Standard

The student has described the two photos, identifying specific features which had been altered or added. In addition, the answer shows that the student understands something about the nature of rural and urban places, although some people might label Newport a suburb because it is close to Wilmington. The student clearly understands the changes in the landscape which occur over time.

The second paragraph shows that the student understands that people make decisions about changing the built environment based on their needs. Although this is clearly a first draft, the written communication is easily understood.

Meets

Section Three: Time Changes Places

Directions: Look on page ____ of the Delaware Photo Book. The Photos shown were taken in the town of Newport but not at the same time. Use what you have learned to explain the differences between these photos. Write a paragraph that tells what changes you notice in Newport. Write a second paragraph that tells why you think these changes probably happened.

Then use to be fields somewhere in New Port. The bridge got bigger and its made out of steel and before it was made out of wood. The first picture is a rural area and the second picture is an urban area. These changes probably happened because New Port needed more supplies and more people wanted New Port to have more buildings and things so they tore down the farms to put down stores buildings houses and companys.

Section Three: Time Changes Places

Approaches

Directions: Look on page ____ of the Delaware Photo Book. The Photos shown were taken in the town of Newport but not at the same time. Use what you have learned to explain the differences between these photos. Write a paragraph that tells what changes you notice in Newport. Write a second paragraph that tells why you think these changes probably happened.

On the first it was a rural. It had alot of open space. It is only a few factories. There is only a few houses. The second picture is an urban. There was way more house. No more open space. Lots of factories.

More people came. People needed more space. People wanted places closer.

## Approaches

This student describes the two photos in the terms learned in the unit. A few specific characteristics which have changed are highlighted. The reasons for changes are not completely explained in the second "paragraph."



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## More Instruction

This student has described specific characteristics in each photo and has made some inferences about how those changes would affect inhabitants. There is no attempt to explain or interpret the changes. The paragraph form was not followed.

Section Three: Time Changes Places — More instruction

Directions: Look on page _____ of the Delaware Photo Book. The Photos shown were taken in the town of Newport but not at the same time. Use what you have learned to explain the differences between these photos. Write a paragraph that tells what changes you notice in Newport. Write a second paragraph that tells why you think these changes probably happened.

Picture 1

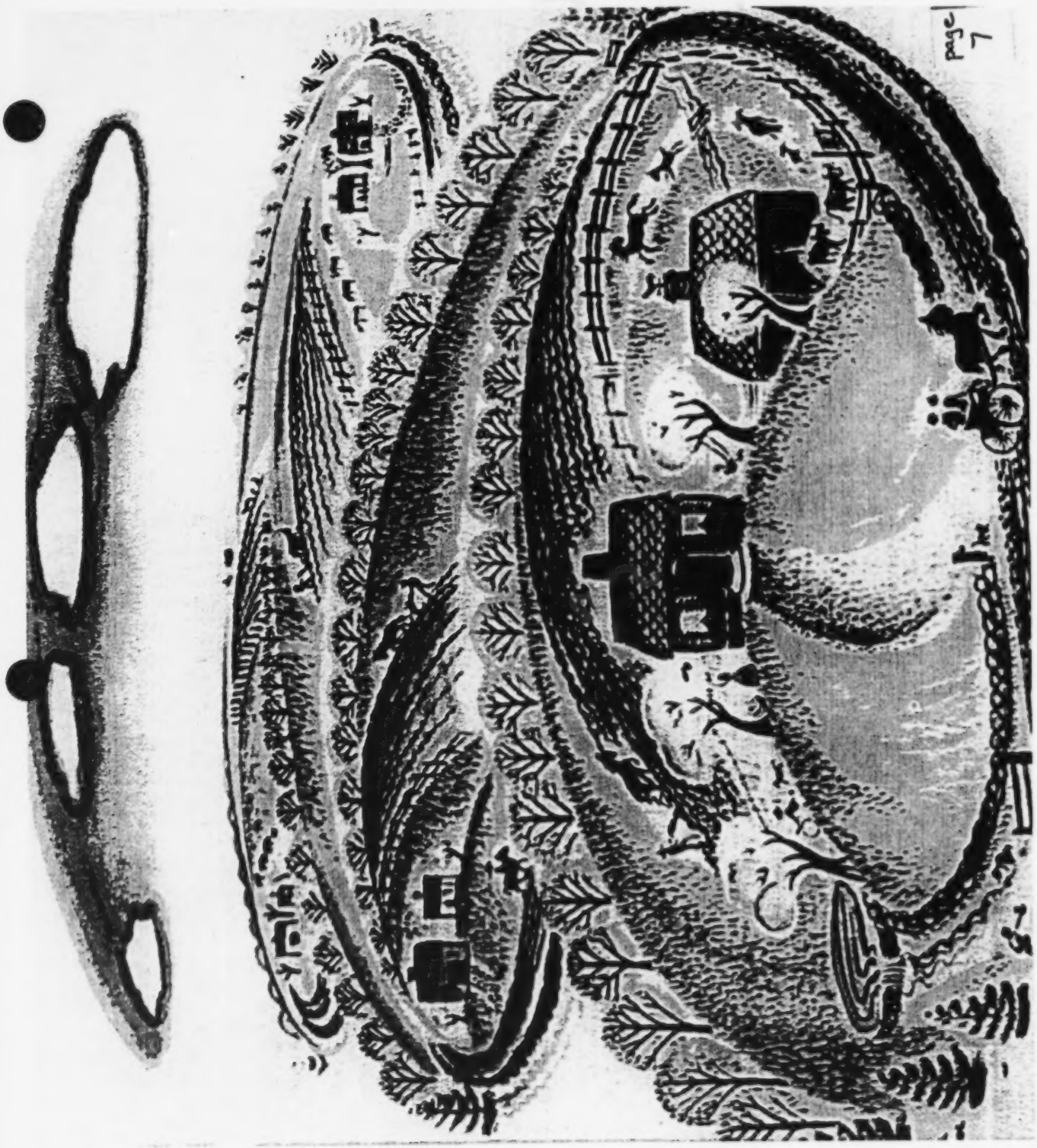
1. The roads are smaller.
2. Theres alot of open space.
3. Theres quietnes throuw out the town.

Picture 2

1. Your can walk more places.
2. Theres a freeway.
3. Theres more houses.
4. Theres more jobs in a area.

Rural
Suburban
Urban

# Clues You Can Use Transparencies

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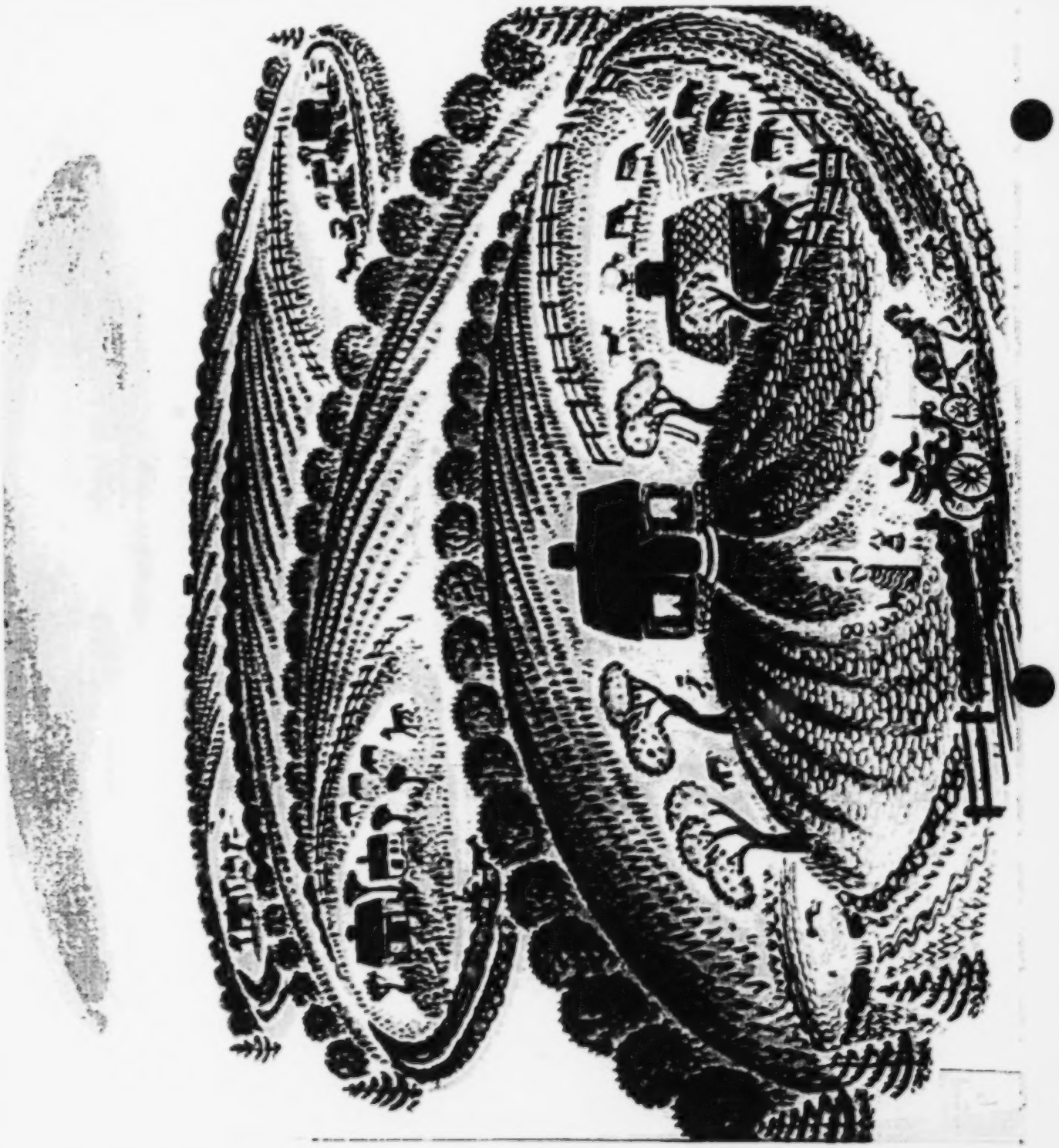

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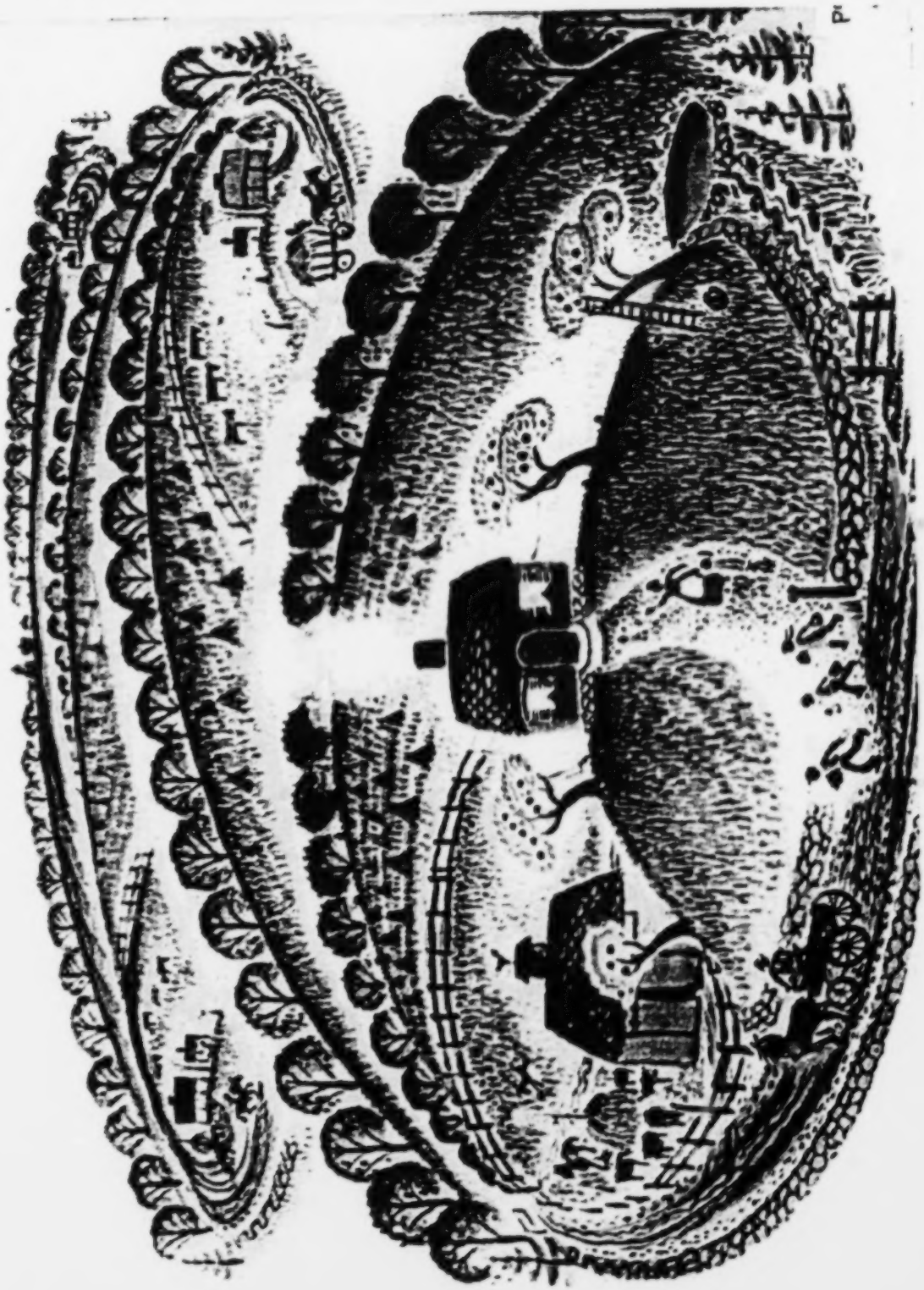

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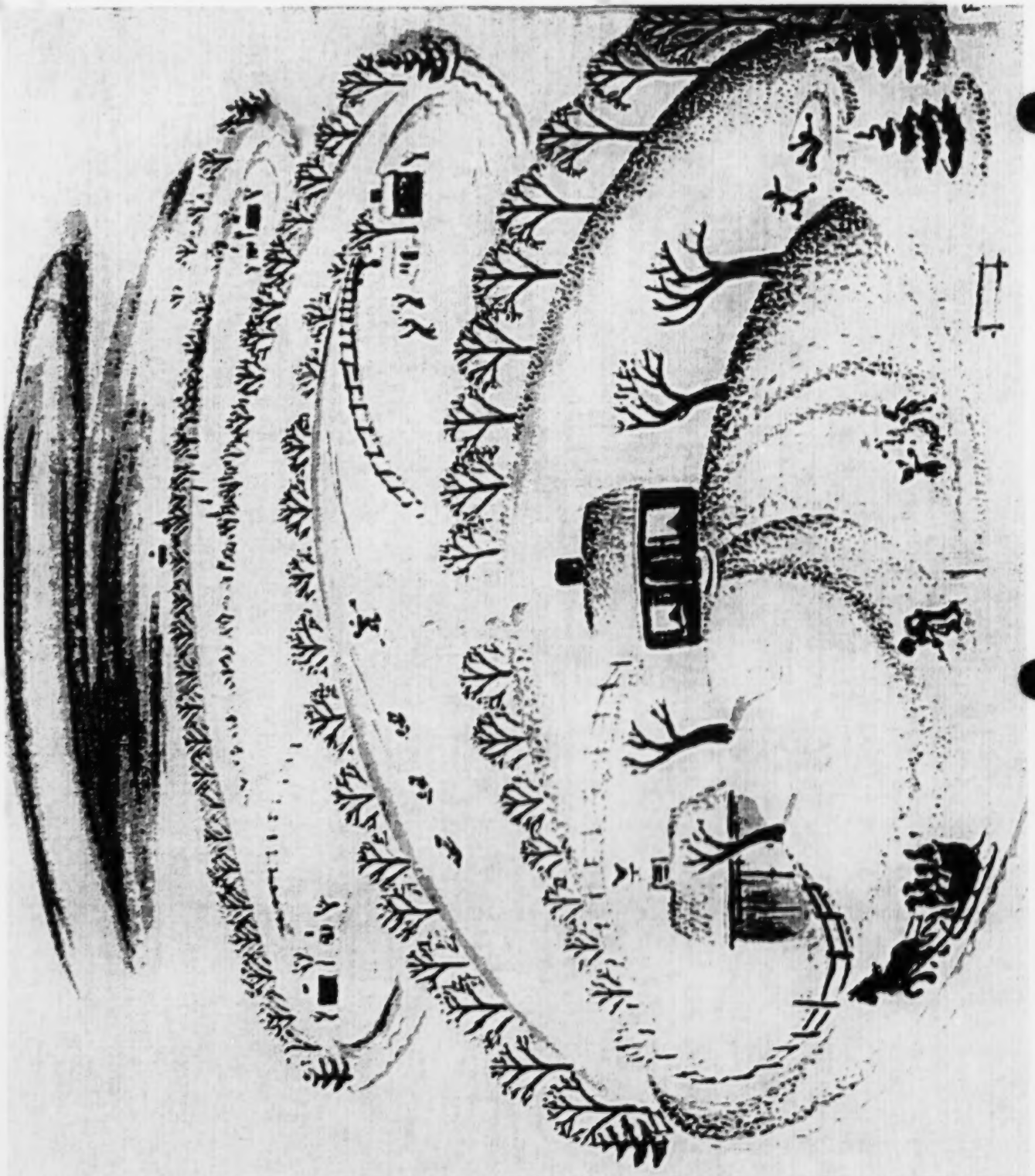

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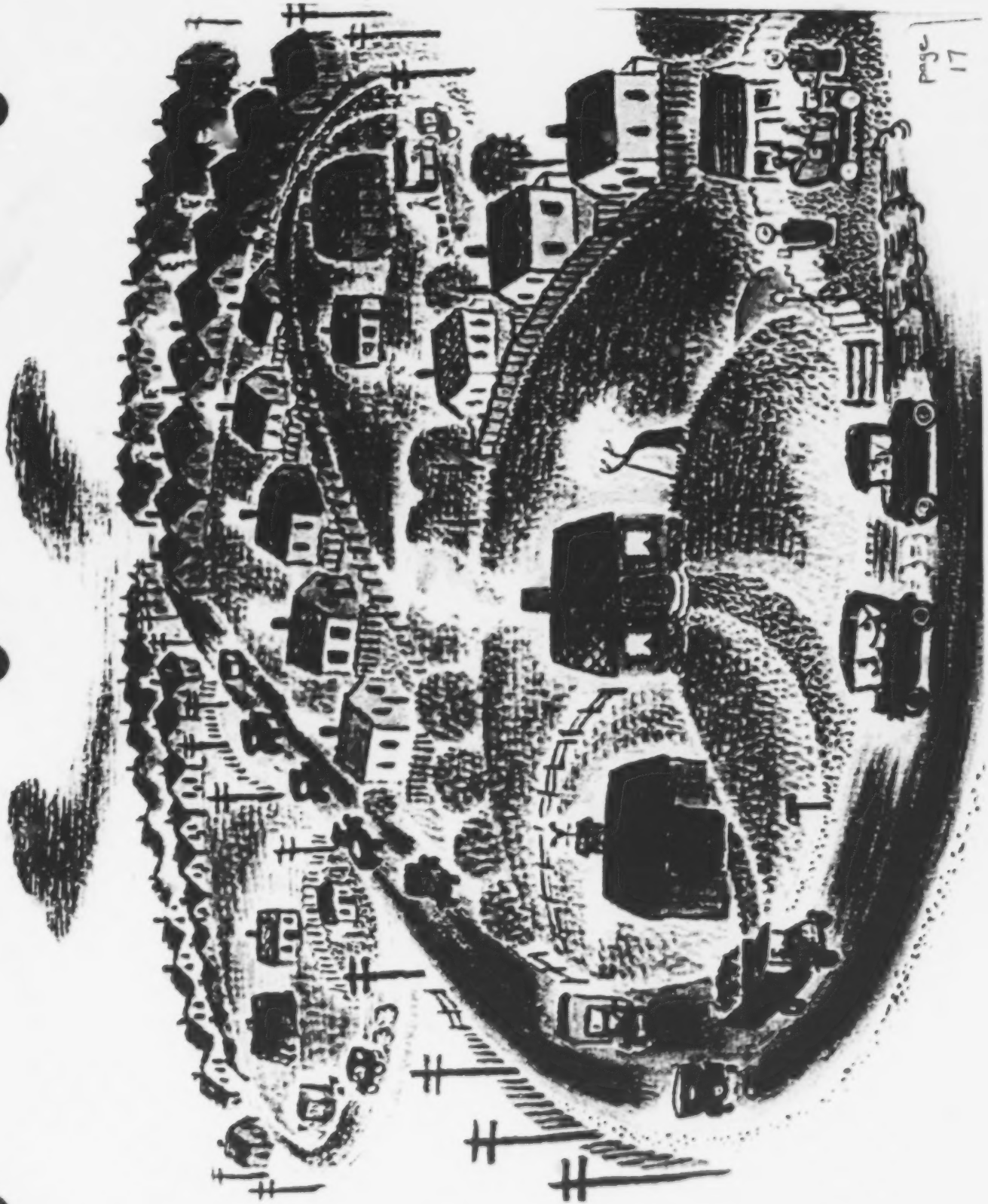


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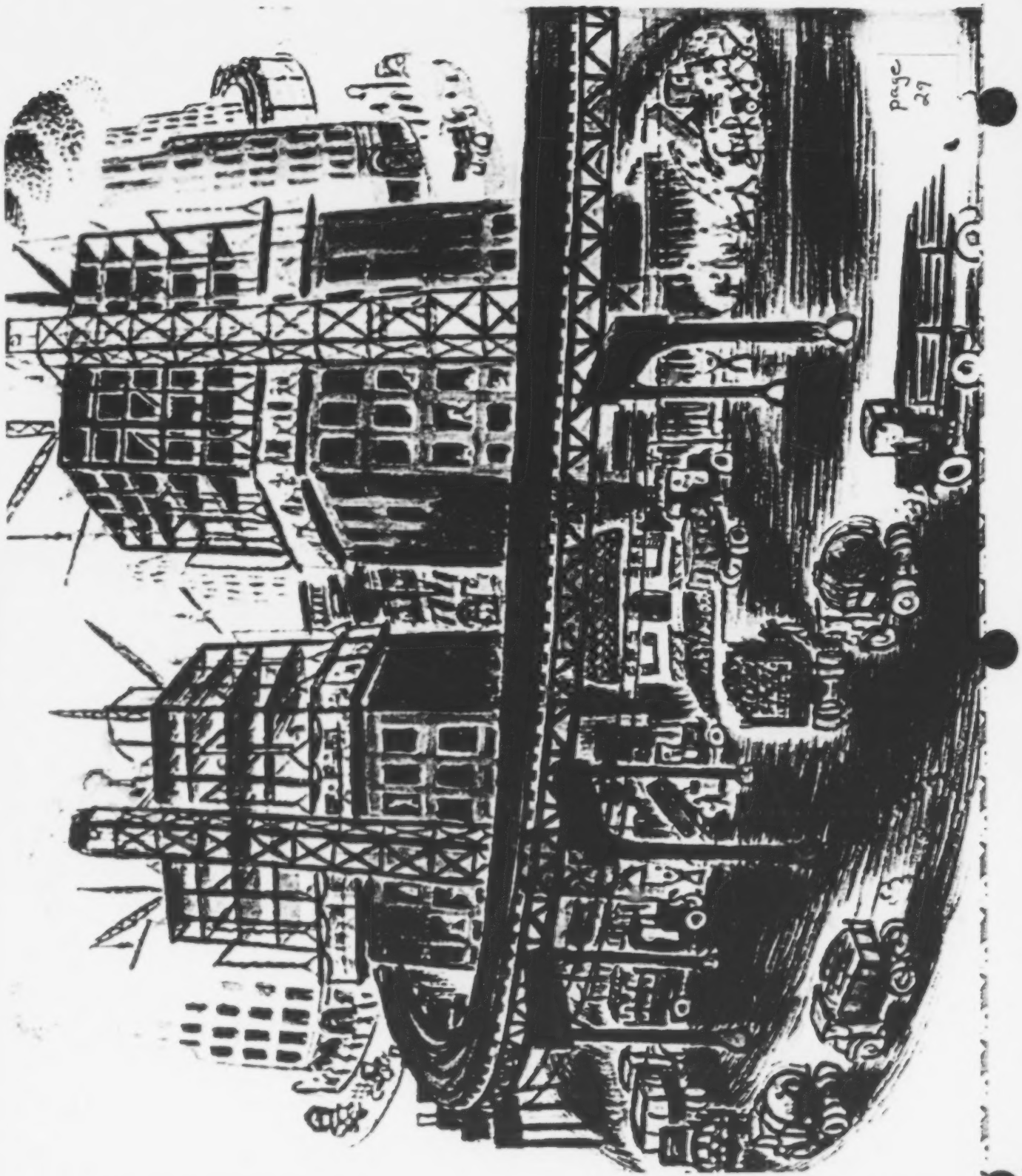


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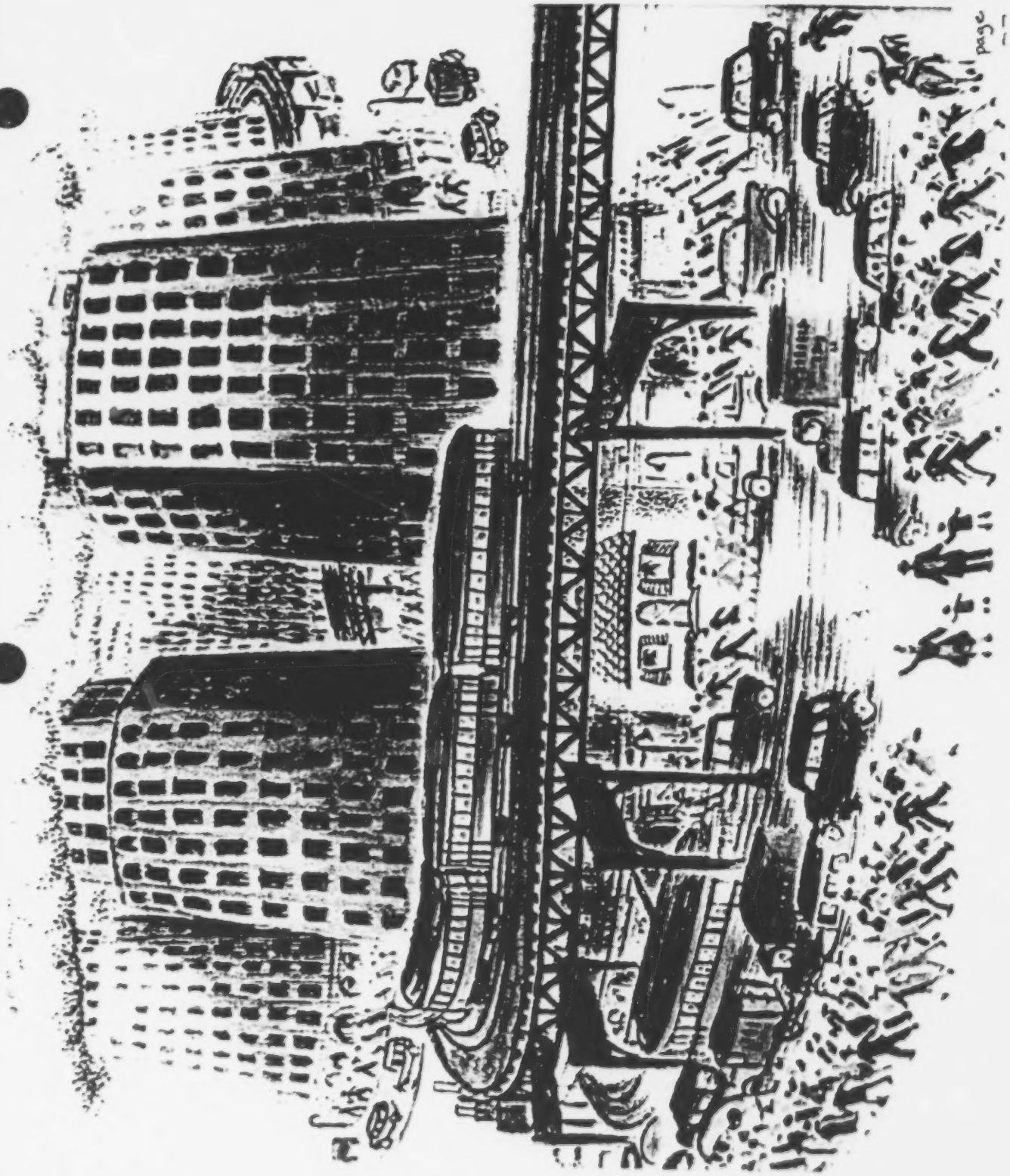

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## Sharing Our Heritage: Students Explore Historical Evidence

Delaware is a state rich in history. From the days when Nanticoke and Lenni Lenape settlements dotted the landscape, to the time of European exploration and colonization, to the growth of a new nation, Delawareans participated in each stage of our national life history. Delaware teachers, encouraged by the new state standards, are eager to find ways to bring the state's heritage into the classroom in meaningful ways. William Henry Middle School teacher Grier White, along with noted historian Carol Hoffecker and Madeline Thomas, Educational Curator for the State Museums, set out to design a unit and assessment that would allow Delaware children to work with real pieces of historical evidence. Often teachers find that time demands and other constraints limit the number of resources they can gather to support their lessons. Yet the collections of the state's museums, historical societies, and the State Archives offer a wide variety of documents, paintings and engravings, and other artifacts which will help make history come alive. This task uses only a small fraction of the materials available.

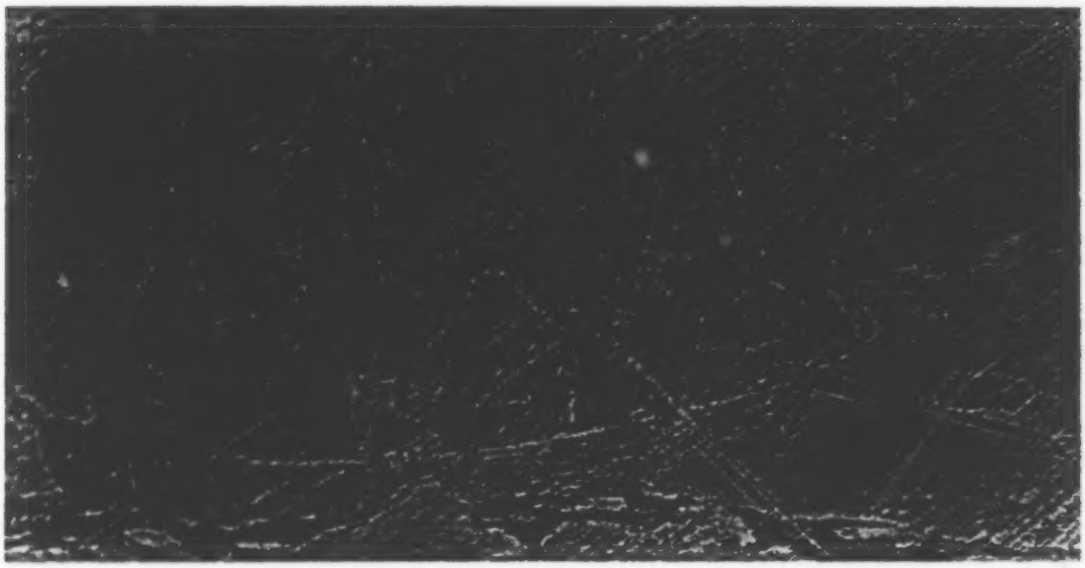
Guided by the content standards for grades four and five, the development team decided to use the task to help students take a closer look at the important revolutionary period in history. The task would be centered around reading a journal written by Thomas Rodney, brother to Caesar who made the famous ride to Philadelphia. Students would learn through this journal about Delaware's part in the Battle of Trenton. They would write a kind of journal of their own, a learning log, recording their reactions, new words encountered, etc. Students would construct a map to help them gain a geographic perspective. They would view graphics, compare accounts of the events, and interpret and analyze what they had learned. In all phases of the task, students would be actively involved in their own learning.

Relative to Rodney is an example of integration of social studies content areas, and also of integration with the language arts. History and geography are integral parts of the lessons that lead to the task. Reading skills are reinforced, vocabulary is strengthened, and viewing and interpretation of graphic images are constantly drawn on as students move through the assessments. Writing requirements of the task are in line with the expectations for students at this grade level. Relative to Rodney challenges the student to put to work a variety of skills and understandings to answer questions and produce a product.

DELAWARE TROOPS LEAVING DOVER
*Delaware State Archives and Delaware State Museums*

# Relative to Rodney

**Grades 4 and 5**



CROSSING THE DELAWARE
*Delaware State Museums*

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# Title of Task: Relative to Rodney

| | |
|---|---|
| **Content Standard** | History Standard 1 [Chronology]<br>History Standard 3 [Interpretation]<br>Geography Standard 1 [Maps] |
| **Theme or Topic** | Students examine the evidence of how Delawareans took part in the Revolutionary War. |
| **Summary of Task** | Students view entries from the journal of Thomas Rodney, historical prints, newspaper articles, and other evidence to understand and analyze the event in Delaware and American history. |
| **Developed by** | Carol Hoffecker, University of Delaware<br>Grier White, William Henry Middle School<br>Madeline Thomas, Delaware State Museums |
| **Reviewed by** | Carole Wilkinson and Becky Burton |
| **Grade Cluster/Level** | 4 - 5 |
| **Classtime Required** | seven - 45 minute class periods |
| **Materials, Equipment or Special set-up** | Pictures: Militia marching through Dover - State Archives; Washington Crossing the Delaware, Delaware State Museums Crossing the Delaware - Delaware State Museums<br><br>Maps: Delaware, Southeastern Pennsylvania and New York City, showing rivers and state boundaries; 18th century map of Delaware, Southeastern Pennsylvania and New York City.<br><br>Paper or notebook for Learning Log<br>Colored pencils for map work, dictionaries, atlases, rulers |

This section contains:

- Teachers Guide
  - Preparing Students for Success
  - Suggested Schedule
  - Handout One Blackline Master
  - Teacher Directions for Pre-task & Task Activities
  - Scoring Guide
  - Student Work & Commentary
- Resource Packet
- Student Task Booklet

# TEACHER'S GUIDE

## Preparing Students for Success:

In order to successfully complete this task, teachers should provide instruction so that:

1. students have a basic knowledge of the geography of Delaware and its surrounding states, including major rivers and bodies of water, cities, etc.

2. students are familiar with colonial Delaware, the colonies; the War for Independence, and Caesar Rodney's role in the War (i.e., his ride to break Delaware's tie vote on the Declaration of Independence).

3. students have used primary and secondary sources of information about the past and know the characteristics of each.

4. students can place events in chronological sequence and look for cause and effect relationships.

5. students can work independently or in groups.

6. students have received instruction in and have practiced entering notes in notebooks and/or have used learning logs.

## Suggested Schedule:

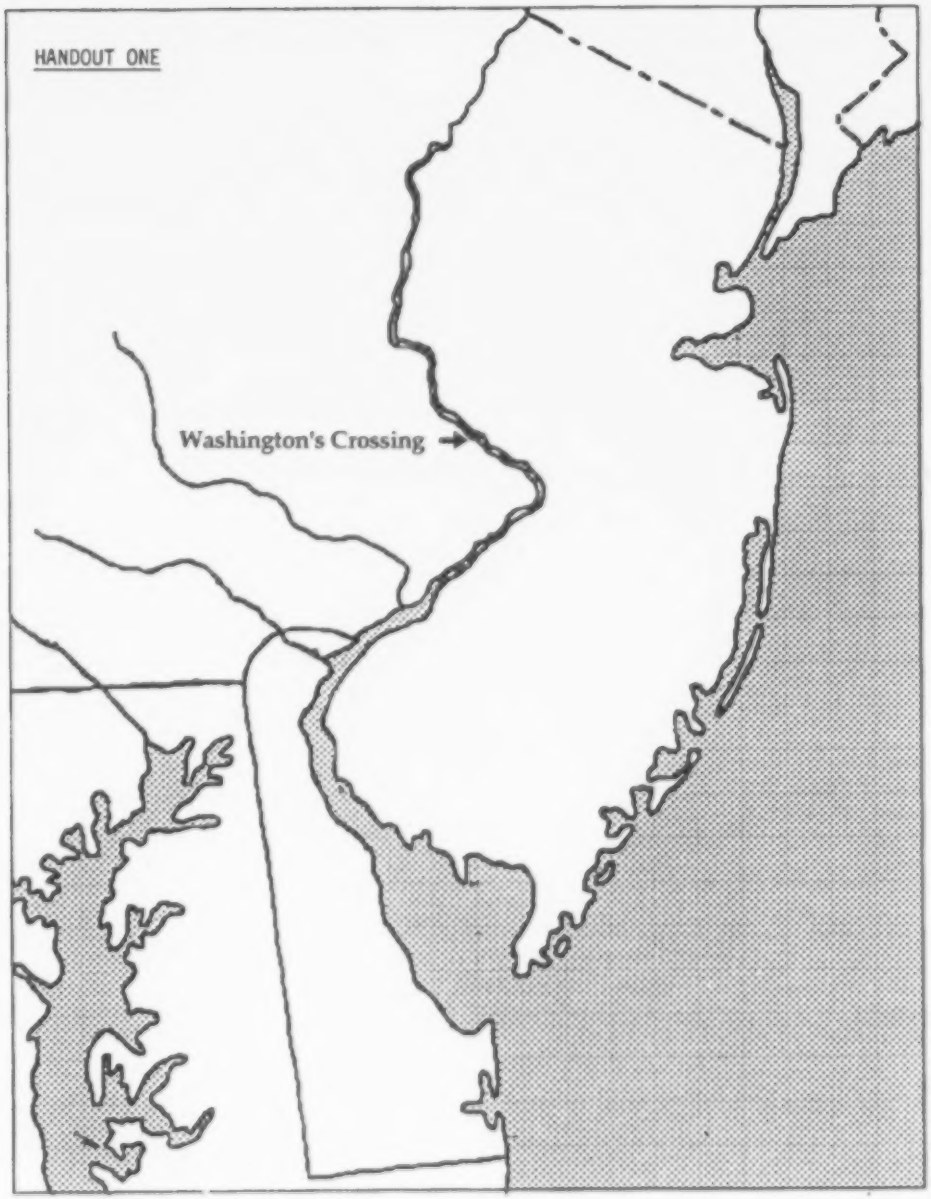
### Day 1

- Distribute packet entitled "Student Resource Packet: Relative to Rodney" to each student. Direct student's attention to and read aloud "Background on the Rodneys". Tell the students that during the next few days they will be looking closely at pieces of historical evidence about an important historical event, Washington's crossing of the Delaware. The evidence will include a diary or journal kept by Thomas Rodney as he and the other men from Dover joined in the action. Students will also read from the newspapers in 1776, look at some pictures of the event and look at how a textbook described the crossing. The packet also contains maps for reference. Allow time for students to look through the packet and comment on the material.

- Direct students to create a learning log or notebook to use as they participate in the lesson. The log may be made by having each student staple five (5) lined sheets of paper together, place their name and a title on the first page. A blank outline map of the Delaware, Pennsylvania, and New Jersey area should be added. (Handout One)

- To help the students understand the events, they will be preparing a special map using the outline map in their journal as a base. First they should label the map in the journal packet, using reference maps to help them locate features properly. Each student's map should include at least the following features: the colonies of Delaware, New Jersey, Pennsylvania, Maryland; Delaware Bay, Delaware River, Chesapeake Bay, Atlantic Ocean (Students who have had adequate previous instruction should be able to label the map from memory. Have the students use a pencil when they do so. They can then check their work by referring to map or atlas.) Next the students should add a compass rose.

# "WASHINGTON'S CROSSING"



## Day 2

- Ask student to read the "Author's note." Working individually or in groups, have the students list all the place names mentioned in the Author's note and in the Background on the Rodneys. Referring to the maps in the packet or to atlases or other available references, the students should locate the states mentioned (labeled yesterday) and then add the cities of Dover, Philadelphia, New York, Baltimore, Trenton, Burlington, and Bordentown. The students will need to choose a symbol to represent these settlements. They should add a map key including this symbol.

- Explain to the students that they are now going to begin reading a very old diary or journal written by Thomas Rodney in 1776. (Take time out to calculate how old the document is.) Ask students why they think Rodney might have written down what happened to him each day, and who he may have expected to read his work. Explain that the diary includes the actual words Rodney wrote, and that some of the writing may seem unfamiliar. Since the journal was written by Thomas Rodney at the time of the event, it can be called a **primary source** of historical information. We can learn a lot about the past by examining this kind of evidence, but sometimes we have to do some extra work to find out what the evidence means.

- The students should read the first quote from Rodney and then the diary entry for December 15, 1776. To help them extract meaning from this text, ask students general comprehension questions such as:

  *•How many men from Delaware decided to go to help General Washington?*
  *•Where did the men gather, and when did they leave to join the battle?*
  *• Did Thomas Rodney lead the men from Delaware as they left? How do you know?*

- Working individually or in groups, each student should write down any unfamiliar word or phrase which appears in the journal or other materials. Using a dictionary or context clues, the student should construct a definition of each. Some potentially unfamiliar terminology:

  "shattered remains" of the American Army "over the Delaware"
  "he encamped"; "were encamped"
  British "were in possession of"
  "general dismay seemed spread"
  "consulted"
  "turn out"
  "entered into the association"
  "I took leave of my wife and children"

- Ask the students to look carefully at the print entitled "Delaware Troops Leaving Dover" at the top of the cover of the packet. Ask the students how the troops would get to Pennsylvania. Using the map in their learning log, challenge the students to calculate the distance the men would travel in a day. (Possible math extension activity: lesson on distances on Delaware map.)

## Day 3

- Students should read the diary entry for December 16, 1776. Ask the students to describe the scene at Christiana Bridge. What was happening as the Dover militia entered the city? What did Thomas Rodney learn from Mr. McKean? Did Rodney seem discouraged?

- Again students should write down unfamiliar terminology from the Rodney journal, and then supply a definition. Some possible problems:

  "effects"
  "our example enspirit the people to follow it"
  "obliged to authorize the Commander in Chief"

- Students should read entries of December 17 and 18. Ask students to contrast the attitude of Rodney with the atmosphere of the city of Philadelphia. Refer to the map in the student log and add the city of Chester. Next have the students trace with their finger or with a pencil the route the Delawareans had taken so far. (Dover to Smyrna,to McDonough, to Wilmington, to Chester to Philadelphia.)

## Day 4

- Explain to the students that in today's reading Rodney and the men from Delaware will be entering the city of Philadelphia. Philadelphia was the largest city in the colonies, and an important port city. The city had been founded by a Quaker named William Penn. To help students understand more about Quakers, read the following excerpt from Delaware the First State by Carol Hoffecker.

> "William Penn was a member of a religious group called the Society of Friends, or Quakers. The Quakers, like the Catholics, did not conform to the Church of England and were persecuted for their beliefs. The Society of Friends did not have priests, preachers, prayer books, or hymns. Quakers met in very simple buildings that they called meeting houses, not churches. They believed that God speaks to people through an inner light that is within each person. During the Quaker Meeting everyone sat silently. People spoke only when they received the prompting of the Inner Light.
>
> The Quakers' views set them apart from other Englishmen. They did not believe in social ranks and would not call anyone by a title, such as "Mister," "Sir," or "Your Majesty." They called everyone by the familiar pronouns "thee" and "thou." A Quaker would not bow or remove his hat as a sign of respect toward someone of higher social rank. A Quaker would not even remove his hat before the King. Quakers believed that all problems between people could be solved through friendly understanding. That is why Quakers refused to go to war or fight other people for any reason."

In Philadelphia Thomas Rodney met some Quakers who were also Tories. That is, they remained loyal to the British King and did not favor independence. The following passage from Hoffecker's book provides more information concerning Tories. Read it to the students.

> "Not everyone in Delaware (or in Pennsylvania) wanted to fight against England. Some people thought that Delaware should remain loyal to England. The Loyalists wanted to work out the problems with England in a peaceable way. The *patriots*, who were the people who favored the war, called the loyalists *Tories*."

- Students should read the journal entry for December 19. Ask the students to answer these questions in their learning logs:
  1) "What happened to Thomas Rodney?"
  2) "What is a Quaker? What is a Tory? What do these groups have in common?"

## Day 5

- Have students read December 20th and December 22nd entries and add Burlington, NJ and Trenton to the map. They should then read independently up to the entry for December 24. As before, students should make note of unfamiliar words or phrases. Point out the brevity of these entries and ask the students to guess the reason why Rodney did not write more.

- Read the entry of December 25th aloud, with students following silently.

Through class discussion, help students understand what Rodney has described.

- Ask students to look closely at Leutze's engraving "Washington Crossing the Delaware" from the resource packet and also at the print Crossing the Delaware on the cover of the packet. Point out to the students that such images are **secondary sources**, that is that they are produced after the event based on information available to the artist. (The Leutze engraving was done in 1854 in Germany.) Sometimes artists change details to make the picture more dramatic or to emphasize some aspect.

Tell the students that they should use the packet to answer the questions. Students should work independently.

- In their learning logs, students should write the answers to the following questions:

  1) Two artists produced prints to show Washington crossing the Delaware River on December 25, 1776. They are found in the resource packet on pages C-19 & C-30. Thomas Rodney also crossed the river that night, and he described the experience in his diary. Compare the drawings with your reading. How are they similar? In what ways do you think the artists may have changed details?

  2) Do you think it is true to say that Thomas Rodney's journal is a primary source that tells us for sure how George Washington looked when he crossed the Delaware? Why, or why not?

**Authors note: Although the journal is a primary source to tell about the experience of the Delaware soldiers they were not with General Washington and only heard about it later. For this reason, the diary is a secondary source about Washington's crossing.**

## Day 6

- Students should complete the reading of Thomas Rodney's journal today. Working in teams or individually, they should read the text for meaning and also note any unfamiliar words or phrases. (Feint, flying, [musket]balls, elegant are possibilities.)

- Suggested culminating activity: As a whole class activity, and also a review, begin to plan a skit which reenacts the events of Rodney's journal. Begin by asking the students to suggest the cast of characters who might be involved and list them on the board. Next plan five or six scenes which would be needed to retell the story. You may wish to have each group plan the scenery for one scene. Lastly, outline the plot and dialogue.

## Day 7

**Teacher Instructions for Task 1:**

Lead the class in a discussion in which they discuss the possible advantages and disadvantages of a specific course of action. Use one of the suggested scenarios or an appropriate substitute. Help the students identify advantages and list them on the board. Do the same for disadvantages. It is important for students to understand that advantages must be weighed against disadvantages in making a decision.

**Scenario One:**

Kenyon is offered an opportunity to earn some money by cutting a neighbor's lawn on Saturday afteroon. He is saving for a new bike, and this money would help.

On Thursday evening his friend Charlie calls to invite him to a basketball game in the city. His favorite team is playing, and Charlie's folks are paying for dinner and the game ticket.

What should Kenyon do?

**Scenario Two:**

Marissa hopes to be a teacher some day. This summer she has been invited to tutor some students who are having trouble in mathematics at a community center near her home. Her mother has suggested that she go to a summer camp at the local museum that centers on history. She can't do both because both are morning programs.

What should Marissa do?

After this discussion has concluded, explain to the students that General Washington had a decision to make as well. He was losing the war, and he wanted to do something to keep things from getting worse. He needed to evaluate the plan to launch a sneak attack against the Hessians. Make certain that the students understand the situation (where the armies were positioned, etc.). Then direct students to Task Question 1. They should work independently on the task question.

Task Question 2 requires the use of the resource packet.

## Task Question 1:

General Washington had to consider many things before he ordered his men to attack the Hessians at Trenton on December 25. He needed to think about the possible advantages and disadvantages of the plan.

**Part one:** From your reading and class discussion, list in the space below at least three possible advantages of the crossing, and three possible disadvantages.

| | Advantages | Disadvantages |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

**Part two:** Most people think that Gen. Washington made a wise choice when he decided to go ahead with the attack. In your opinion, what would have been the result if Washington had decided not to attack the Hessians?

## Task Question 2:

You have learned about the night Washington and his troops crossed the Delaware River from three different sources: Rodney's Journal, the newspaper story, and from a textbook account. Think about all three as you answer these questions. Of course, you will need to answer the questions in complete sentences.

1) In what ways did all three sources agree? In a sentence or two, tell how the information found in the journal, the textbook and the newspaper are similar.

2) In what ways do the sources disagree? In a sentence or two, tell how the descriptions are different from one another.

3 Now look at the famous painting "Washington Crossing the Delaware". How does this painting compare with the eyewitness account of the crossing by Thomas Rodney? Give your answer in one or two good sentences.

4) As you have seen, historical sources may not always agree. What are some reasons why disagreement occurs? You should list at least three reasons.

## DAY 8

**Teacher Directions:**

In this task students will be asked to pretend they are Joshua Fisher. It is important, therefore, for them to understand who he was, his feelings about a war between the colonies and Great Britain, and why he felt as he did. Have the class read the task question and answer questions or explain as needed. The teacher may read either the passage about Joshua Fisher or the task question aloud as needed.

## Task Question 3

**Student Directions:**

Imagine you are Joshua Fisher, the Quaker merchant whom Thomas Rodney visited twice in Philadelphia. You have received a letter from a friend in Lewes, DE.

Read Letter to Joshua (see next page).

On a separate sheet of paper, write a reply to this letter from Stuart Goodfellow. Remember that you are writing for Joshua Fisher. Your letter should answer all of the questions Mr. Goodfellow asked in a clear and factual way. Be sure to tell which events you have witnessed yourself, and which you only heard about. Tell who gave you the information. It seems important for Mr. Goodfellow to get the facts. He has heard lots of rumors.

You should be careful to plan your reply so that it is well-organized and interesting to read. Of course, you should use the letter format and include good sentence and paragraph structure. Check for spelling, punctuation, and other errors. Your final draft will be written on the special paper provided. This letter should reflect your best work.

January 30, 1777

Dear Joshua,

A ship which came into the harbor today brought news of great battles going on near Philadelphia, but the crew men were in disagreement about just what has taken place. Some say that Gen. Washington will be forced to ask for surrender terms, as the Congress has fled and our troops are outnumbered and have too few supplies. Others tell that Philadelphia is deserted. Still others claim that a great victory has happened somewhere in New Jersey. But for which side? We are all very confused and anxious here. I hope that you can answer some of our questions to help us understand what is going on.

First, what has happened in the fighting between the British and the Patriot forces under Gen. Washington? Can you tell us what part Delaware men have played in these events?

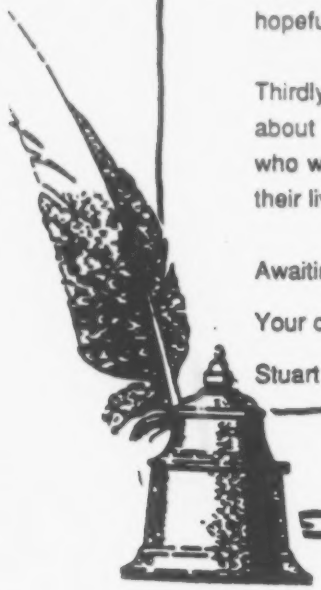
Secondly, how do you think this winter's events will affect our lives? Is there cause for worry and alarm? Should we be hopeful or downcast?

Thirdly, what do you and the other Philadelphia Quakers think about this war? Near Lewes there are a number of Quakers who wonder what the future holds for them. How do you think their lives will change if the Patriots should win?

Awaiting anxiously your reply I am

Your obedient servant,

Stuart Goodfellow



# SCORING GUIDE:

## Task Question 1

(Worth 20 points total)

Part one: Advantages and Disadvantages of Washington's Decision

**Award 3 pts.** for each plausible advantage and disadvantage of the crossing of the Delaware provided by the student. Students should provide 3 advantages and 3 disadvantages. They may provide more and receive points for them, but duplications or restatements should be counted only once. Acceptable answers might include, but are not restricted to:

**Advantages:**

1) The element of surprise would benefit the army (so long as there were no security leaks)

2) Morale of the troops and of the civilians would be bolstered by a victory at this time.

3) Badly needed supplies could be found around Trenton.

4) The army would be safer from enemy attack at Valley Forge if the British were moved away from the neighborhood.

5) Support from local militia was available to help the army be successful.

**Disadvantages:**

1) The bad weather made travel on roads and crossing rivers very difficult and dangerous.

2) A defeat at this time would have made soldiers and civilians lose hope.

3) The area to be taken had already been occupied by the British who had looted and destroyed houses and property.

4) Troops who were just arriving from Delaware and other places might not work well with the army.

5) The plan called for dividing the army into three groups. Communication problems could make this risky.

Part two: **Award 2pts.** for any plausible answer. The student may construct his answer based on the chart above.

**Total Points Task Question 1** _____

## Task Question 2

(Worth 20 points total)

**Award 5 points each** for answers which include the desired information and which are framed in sentence form. No credit is given for answers which are not accurate or which fail to use the sentence format. Correct answers to these questions might include, but are not restricted to:

1) All three sources agree that:
   - the attack happened on Dec. 25 at night
   - there was bad weather including sleet and snow
   - Gen. Washington led the attack on Trenton
   - there was ice in the river

2) Differences in the three accounts include
   - estimates of the American and Hessian troops involved in the battle differ
   - the textbook does not tell about the three-pronged attack
   - the textbook does not say that many soldiers could not cross the river and had to turn back
   - Thomas Rodney tells all about what happened after the first attack
   - only Rodney's journal gives us information about Delaware's involvement

3) The painting agrees in most details with the sources in that it shows Gen. Washington crossing with his men, ice in the river, at night. It differs from the accounts in that no precipitation is seen. The amount of detail in the painting would indicate that the crossing occurred when there was at least some sun or moonlight.

4) Some reasons why accounts may not agree:
   - eyewitnesses may not report accurately, or may only know part of the story
   - accounts may be based on different sources of information
   - authors make decisions about what to include, what to leave out, what to emphasize, etc.
   - new evidence may become available to give better information or disprove something which was thought to be accurate

**Total Points Task Question 2:**_____

## Task Question 3

(Worth 40 points total)

Students should be required to complete a first or planning draft before attempting the final draft. **Only the final draft** should be evaluated using the following criteria:

Knowledge of Historical Events (U.S. and Delaware)

**Award up to 10 pts.** if the student has done an adequate job of retelling or summarizing the events covered by the journal, etc. and of relating the actions of the Delaware militia to the larger events.

points awarded _____

Cause and effect

**Award up to 10 pts.** if the student has exhibited an understanding of how national events (ie. the revolutionary struggle) would impact the lives of citizens in the short and long term. Answers may be specific to Lewes (You probably won't see British ships off the coast at Lewes) or more general (Disruption of trade makes it hard to get some kinds of goods.)

points awarded _____

Understanding societal change

**Award up to 10 pts.** if the student has successfully represented the non-violent opinions of the Quakers their opposition to the war with Britain. The student may also discuss the anti-Quaker sentiment and actions which occurred because of these unpopular opinions.

points awarded _____

Skill of presentation

**Award up to 10 pts.** if the paper is well-organized, uses the letter format, and includes well-constructed sentences and paragraphs. To receive full credit the paper should include few errors in spelling, punctuation, capitalization, or usage. Illegible work cannot be scored. The student may be given the option to transcribe the paper using a word processor.

points awarded _____

**Total Points Task Question 3:**_____

**Grand Total Points** _____

# Commentary to Accompany Student Work
# Relative to Rodney

Task 3

For this task the developers chose a rubric in which students gain points when certain required elements are included in the answer. A total of 40 points is possible. Because students have had very limited instruction under the new standards, it is not expected that students will reach the total score of 40. The student work included here was scored by the piloting teacher using the score sheet.

1. **(32 points total)**

This letter answers many of the questions in the writing prompt. It does not, however, summarize the events of the winter. The writer reflects an understanding of Quaker ideas and the attitude of Tories.

2. **(25 points total)**

This student includes some information about the Battle of Trenton, but does not relate Delaware to the action. The effects of war on the civilian population seems to be well understood.

3. **(12 points total)**

This letter shows almost no understanding of the events of the Battle of Trenton or of the people who were involved in it. It does not address the concerns of Quakers.

No F.

(1)

32 points total

Feb. 2, 1777

Dear Stuart,

I'm glad to hear you that you have asked these questions I have heard that Tomas Rodney and some of his troops has joined Washington. And I have no answer for your second question I have no answer for. Well Stuart I think that this winters event will fact us 'cause you might have to move out of your houses. There is no need for worry and alarm because everyone should know that the British are going to win. We should be hopeful that the British will win. As a Quaker I believe that they could have to solve this in another way I don't think they should have done this because the British can just create another war. I think that the British will win because they have a well trained army.

Sincerly,
Joshua Bishee

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Mal

1

(2)

25 pink tot

Feb. 2, 1777

Dear Stuart,

I am glad to hear from you. Here's some information about your questions. I heard Gen. Washington captured 900 Hessians. The units the soldiers attached were Burlington, Bordentown, and Trenton. Stuart I think the war will effect us or our lives because we might be forced to move out of our houses or even our town. I'd say to watch out and be careful because the British are coming. If I were you I would stay hopeful, were doing all we can. Though I think this war will seriously hurt people, but I think it was for a good cause. I think it was good to break off talks with British and Declare independence. I think we will win the war but still have more wars.

Your friend,
Joshua Fisher

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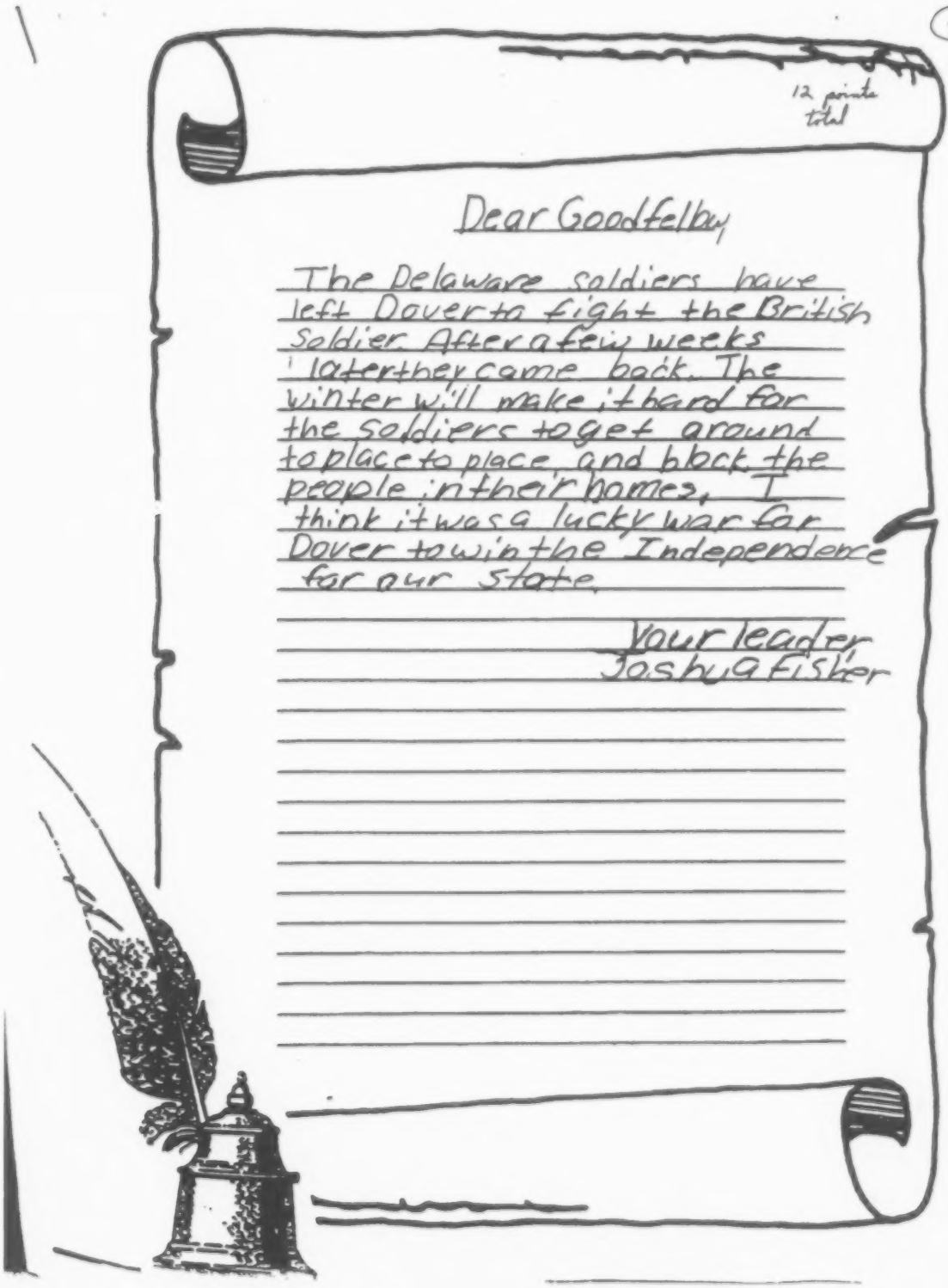

(3)

12 points total

Dear Goodfelby

The Delaware soldiers have left Dover to fight the British Soldier. After a few weeks later ther came back. The winter will make it hard for the soldiers to get around to place to place, and block the people in their homes. I think it was a lucky war for Dover to win the Independence for our state.

Your leader
Joshua Fisher

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DELAWARE TROOPS LEAVING DOVER
*Delaware State Archives and Delaware State Museums*

# Relative to Rodney

## RESOURCE PACKET

CROSSING THE DELAWARE
*Delaware State Museums*

# "Relative to Rodney"

## Background on the Rodneys:

Caesar Rodney made his famous ride from Dover to Philadelphia on the night of July 1, 1776, to vote for the American colonies' Declaration of Independence. The Declaration, which we celebrate each year on July 4, announced to the world that America was no longer a group of colonies of Great Britain but was an independent country called the United States of America. It was one thing for the Americans to declare their independence, but it was quite another thing to make the British agree to it.

In June 1776, just weeks before Congress voted for the Declaration, a large fleet carrying thousands of British soldiers and some hired soldiers from Hesse in Germany sailed into New York harbor. In the months that followed, General George Washington, who commanded the American forces in New York, fought several battles against the British but was unable to defeat them. The British seized New York City and captured the American forts on the Hudson River. As winter began, Washington's beaten army retreated through New Jersey, crossed the Delaware River, and took refuge in Pennsylvania. The British followed them into New Jersey and soon occupied all of its principal towns.

The American soldiers were cold, hungry, and disheartened by their losses. Many people believed that America could not win its independence from such a powerful country as Great Britain. But not everyone was discouraged. Tom Paine, a recent immigrant from England who fought in Washington's army, wrote a stirring piece he called "The Crisis" which was published in Philadelphia, December 19, 1776. Paine began, "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and thanks of man and woman."

One patriot who responded to the challenge was Thomas Rodney, Caesar Rodney's younger brother. Thomas lived near Dover where he took care of his brother's farm while Caesar was serving in Congress. Thomas was the captain of a company of militia men in Dover. When he heard of Washington's retreat he called out the militia, and they marched north to join the American Army.

## JOURNAL:

**Author's note:** In December 1776 the British army had driven General Washington with the shattered remains of the American Army over the Delaware, and he encamped north of Philadelphia on the Delaware River. Part of the British Army were encamped at Trenton, Bordentown, and Burlington and the British were in possession of all New Jersey as well as New York. Congress had determined to move from Philadelphia to Baltimore. A general dismay seemed spread over the country. Everything appeared gloomy and unfortunate. Rodney wrote,

> "I consulted the officers and several of the company, and they voluntarily agreed to turn out. Thirty-five of the infantry, including several others, entered into the association to go, and this company marched from Dover the 14th of December 1776, at 3 o'clock in the afternoon for camp, the ground being covered with snow several inches deep."

That night they reached the Cross Roads (Duck Creek, now Smyrna).

# JOURNAL
# of
# CAPTAIN THOMAS RODNEY
# 1776-1777

*December 15th 1776*

This morning I took my leave of my wife and children and reached the Cross Roads (now Smyrna) about 10 o'clock, and found that the company had marched. I overtook the company at the Trap (now McDonough) and pushed them on to the Red Lion that night. The baggage wagon did not get up until 12 o'clock, and the men were a little uneasy about their blankets but continued in high spirits.

*December 16th 1776*

This day we reached Wilmington, where we encamped all night. From Christiana Bridge we saw the road full of the citizens of Philadelphia who had fled with their families and effects, expecting the British army would be there in a few days. We had the pleasure of receiving the good wishes of thousands on our way and of seeing our example enspirit the people to follow it. At Christiana Bridge I met with Mr. McKean, Chief Justice of Pennsylvania, and several other members of Congress on their way from Philadelphia to Baltimore, and spent the evening with them, and Mr. McKean sat late with me and gave me an account of all the information Congress had received, and observed that everything was very gloomy and doubtful and that Congress would be obliged to authorize the Commander in Chief to obtain the best terms that could be

had from the enemy. I desired him not to despair, and urged that the members might not say anything on their way that would discourage the people. The spirited exertion of a few men at such a time would have great weight, and I assured him that he would soon hear of a favorable turn in our affairs.

*December 17th 1776*

This day we traveled from Wilmington to Chester where we put up all night. The country seems inspired with new spirit as we came - Pennsylvania is marching in by hundreds and by thousands.

*December 18th 1776*

Today we reached the City of Philadelphia. All the company are in good health and spirits but some have blistered feet. When we arrived at Philadelphia it made a horrid appearance, more than half the houses appeared deserted, and the families that remained were shut up in their houses, and nobody appeared in the streets. There was no military of any kind in the City. They expected the British in every moment and were afraid.

* read descriptions of "Quakers" and "tories" from Delaware, the First State

*December 19th 1776*

This morning I went to see Joshua Fisher's family, who is uncle to my wife but are Quakers and very great tories. They seemed glad to see me, were all extremely cheerful, said that the contest would soon be over now; that the British would be in town in a day or two and invited me to sup at Thomas Fisher's that evening, which I accepted, and accordingly went.

Thomas, Samuel, and Miers Fisher all supped there with me. The entertainment was exceedingly clever, and they were all particularly friendly to me. After supper they informed me, I believe very truly, of the situation of the British and American armies and that there was no prospect that America could make any further exertions. That it was, therefore, in vain for me to attempt anything more. I answered them by pointing out those circumstances that were still favorable to America. And concluded by assuring them that I should not change my determination, that I knew my business and should not return until the British were beaten.

*December 20th 1776*

A continual snow fell last night and cleared up with rain and sleet and the weather is very cold. Today in getting ready to march I went through the City and found it almost deserted by the inhabitants, but to our great joy we saw the streets full of militia and hundreds pouring in every hour. I gave orders that the company should be ready to march next morning by daylight.

*(Sunday) December 22nd 1776*

About 2 o'clock today we reached Bristol, where the Philadelphia volunteers are encamped.

*December 23rd 1776*

General Washington has determined on his plan of attacking the British posts on Christmas night. I was rejoiced and assured him we should certainly be successful.

*December 24th 1776*

We continued in our quarters this day and refreshed ourselves a little from the fatigue of a long march.

*December 25th 1776*

About dark I received orders to march immediately to Neshaminy ferry and await orders. General Washington has divided his army into three units. He, himself, will lead the unit that attacks Trenton. Another group will attack Bordentown. Our unit will cross further south to attack Burlington. Our light Infantry Battalion (the Dover company and four companies of Philadelphia militia) were embarked in boats to cover the landing of the Brigade.

When we reached Jersey shore we were obliged to land on the ice, 150 yards from the shore; the River was also very full of floating ice, and the wind was blowing very hard, and the night was very dark and cold, and we had great difficulty in crossing but the night was very favorable to the enterprise (i.e., the American attacks on British troops). We advanced about two hundred yards from the shore and formed in four columns of double files. About 600 of the light troops got over, but the boats with the artillery were carried away in the ice and could not be got over. After waiting about three hours we were informed that the troops that were over were ordered back. We

had to wait about three hours more to cover the retreat, by which time the wind blew very hard and there was much rain and sleet, and there was so much floating ice in the River that we had the greatest difficulty to get over again, and some of our men did not get over that night. As soon as I reached the Pennsylvania shore I received orders to march to our quarters, where I arrived a little before daylight very wet and cold.

*December 26th 1776*

In the evening we heard of General Washington's success at Trenton and that he had captured 900 Hessians. I am inclined to think that General Washington meant our attack on Burlington as a feint, for if our Generals had been in earnest, we could have taken Burlington with the Light troops alone.

*December 27th 1776*

We got down to Bristol about daylight, and the whole army under General Cadwalader (one of Washington's assistants) began crossing about 10 o'clock, about one mile above Bristol. We reached Burlington about 9 o'clock, and took possession of the town, and when we had done this we found that the enemy had fled from there and all the adjacent parts. This town is opposite Bristol on the River Delaware and most of the houses are brick.

*December 28th 1776*

We left Burlington at 4 o'clock this morning and passed on the Great Road to Bordentown. Along the road we saw many Hessian posts at Bridges and Cross Roads; they were chiefly made with rails and covered with straw, all deserted. The whole country as we passed appeared one scene of devastation and ruin. Neither hay, straw, grain, or any live stock or poultry to be seen.

We got to within half a mile of Bordentown about 9 o'clock and made a halt just at the foot of a bridge, where we heard that the enemy had deserted the town and were about five miles off. We then posted ourselves in a cornfield, so as to be convenient to surround the town; but after waiting thus about an hour were informed that the enemy were flying with all speed. We then marched into the town and took possession of a large quantity of stores which the enemy had left. This little town is pleasantly situated on the River Delaware about ten miles above Burlington, the houses are chiefly brick, and several of them large, elegant and neat, but they all look like barns and stables, full

of hay, straw, dirt and nastiness, and everything valuable about them destroyed and carried off, and all the inhabitants fled. Here had been the headquarters of Lord or Count Donop, one of the Hessian Generals, but it looked more like the headquarters of a swine herd.

**Authors note:** On January 3, 1777 General Washington ordered the whole army to advance to Princeton where they attacked the British and Hessians. Although three balls grazed Captain Rodney's coat, he was not hurt. The British soldiers fled before the greater numbers of Americans. After the Battle of Princeton nearly all of New Jersey was once again in American hands and the British retreated to New York. Once the fighting was over Captain Rodney and his militia men decided to go home. Here is the final entry in the Journal:

*January 25th 1777*

This morning about 10 o'clock I left Trenton. Though horses and wagons crossed the River on the ice yesterday the great rain that fell last night has broken it up and this morning I crossed over in a boat. I then went on to Philadelphia and called at the Fishers, but they were all gloomy. I reminded them that they were mistaken and that all was accomplished that I had foretold them but they affected not to believe it and I left them and from Philadelphia came on home where I found all well on the 28th of January 1777.

# PENNSYLVANIA EVENING POST

The following entries from the Philadelphia newspaper, The Pennsylvania Evening Post described the events in which Thomas Rodney was a participant:

December 19, 1776

"The main body of the enemy's forces are at Trenton, from which place they send out parties of infantry and cavalry to harrass the country and procure provisions. A large body of them was seen about five miles above Trenton, and similar parties in different parts of New Jersey. However, a line of communication is formed on this side of the Delaware for more than forty miles and the militia from the countries in this state are joining General Washington's army. There is no doubt but that the enemy will be repulsed with great slaughter if they should attempt to cross the river."

December 28, 1776

An American officer told the following to the newspaper:

Some days ago General Washington decided that our army should cross over to New Jersey in three different places and attack the enemy. Accordingly, about 2,500 men, and twenty brass field pieces, with his excellency General Washington at their head, crossed the river on the night of Christmas and marched toward Trenton. It was snowing and sleeting and the roads were slippery so that the American forces did not reach Trenton until daybreak. There were about 1,500 Hessians in Trenton. The Hessians did not know that the Americans were approaching until the Americans started firing their guns. The Hessians ran out into the street, drew up in their battle ranks and returned fire. Seeing how many Americans were in front of them and behind them, they retreated and they surrendered. The American troops who had crossed from Bristol carried cannon and could not land because of the ice and returned to Pennsylvania. The officer said that "The success of this day will greatly animate our friends and add fresh courage to our new army."

## TEXTBOOK ACCOUNT

The attack was made on Christmas night with 2,400 picked men. They began crossing the river early in the evening. Great blocks of ice, floating down the swift current, made the crossing slow and difficult. Massachusetts fishermen skillfully directed the boats, but it was four o'clock in the morning before the soldiers were ready to take up their line of march. A furious storm of snow and sleet bead in their faces as they plodded on toward Trenton, nine miles away. By daybreak they had completely surprised the Hessians and, after a brief struggle, had captured the whole force of more than 1,000 men. By one bold stroke Washington had changed defeat into victory and had inspired the patriot Americans with new hope.

**A glorious victory at Trenton.**

# JOSHUA FISHER

Joshua Fisher was born in Lewes, Delaware in 1707. He moved to Philadelphia in 1746 where he became a successful merchant. His house was on Front Street near the Delaware River. He and his wife, Sarah, also of Lewes, Delaware, were the parents of three sons and one daughter. All of their sons, as well as their son-in-law, were also merchants in Philadelphia and devout Quakers. Although Joshua Fisher had little formal education, he taught himself the art of navigation. He prepared the first reliable chart of the ship channel through the treacherous shoals of the Delaware Bay and River.

During the years before the Revolution, Joshua Fisher joined other Philadelphia merchants in opposing British policies. He was the first merchant in Philadelphia to sign an agreement not to import British goods in 1765 during the Stamp Act crisis. But, as a Quaker, he opposed going to war against Great Britain. For this reason the Patriots viewed him with suspicion.

When the British Army threatened to capture Philadelphia in September 1777, Congress asked the state of Pennsylvania to arrest a number of leading Quakers, including Joshua Fisher and his sons. The Fishers, together with other Quaker leaders, were taken to Virginia where they were held until the war ended. Joshua Fisher died soon after in 1783.

# THE REVOLUTION IN THE MIDDLE STATES MAP

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## WASHINGTON CROSSING THE DELAWARE

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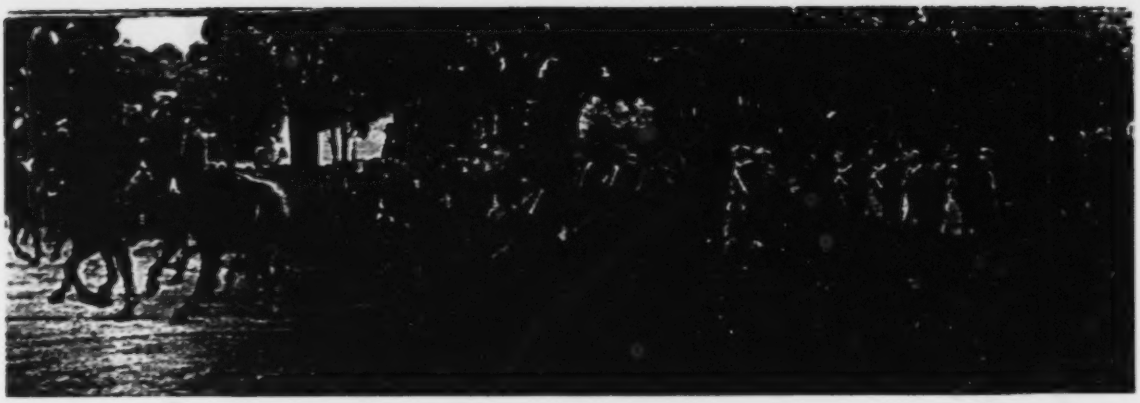

DELAWARE TROOPS LEAVING DOVER
*Delaware State Archives and Delaware State Museums*

# Relative to Rodney

## STUDENT PACKET

CROSSING THE DELAWARE
*Delaware State Museums*

THIS SECTION CONTAINS:

- STUDENT WORK PAGES FOR TASK QUESTIONS 1, 2, AND 3



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## Task Question 1:

General Washington had to consider many things before he ordered his men to attack the Hessians at Trenton on December 25. He needed to think about the possible advantages and disadvantages of the plan.

**PART ONE DIRECTIONS**: From your reading and class discussion, list in the space below at least three possible advantages of the crossing, and three possible disadvantages.

| | Advantages | Disadvantages |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

**PART TWO DIRECTIONS**: Most people think that Gen. Washington made a wise choice when he decided to go ahead with the attack. In your opinion, what would have been the result if Washington had decided not to attack the Hessians?

## Task Question 2:

**DIRECTIONS:** You have learned about the night Washington and his troops crossed the Delaware River from three different sources: Rodney's Journal, the newspaper story, and from a textbook account. Think about all three as you answer these questions. Of course, you will need to answer the questions in complete sentences.

1) In what ways did all three sources agree? In a sentence or two, tell how the information found in the journal, the textbook and the newspaper are similar.

2) In what ways do the sources disagree? In a sentence or two, tell how the descriptions are different from one another.

3 Now look at the famous painting "Washington Crossing the Delaware". How does this painting compare with the eyewitness account of the crossing by Thomas Rodney? Give your answer in one or two good sentences.

4) As you have seen, historical sources may not always agree. What are some reasons why disagreement occurs? You should list at least three reasons.

## Task Question 3

**DIRECTIONS:** *Imagine you are Joshua Fisher, the Quaker merchant whom Thomas Rodney visited twice in Philadelphia. You have received a letter from a friend in Lewes, DE.*

*Read Letter to Joshua (see next page).*

*On a separate sheet of paper, write a reply to this letter from Stuart Goodfellow. Remember that you are writing for Joshua Fisher. Your letter should answer all of the questions Mr. Goodfellow asked in a clear and factual way. Be sure to tell which events you have witnessed yourself, and which you only heard about. Tell who gave you the information. It seems important for Mr. Goodfellow to get the facts. He has heard lots of rumors.*

You should be careful to plan your reply so that it is well-organized and interesting to read. Of course, you should use the letter format and include good sentence and paragraph structure. Check for spelling, punctuation, and other errors. Your final draft will be written on the special paper provided. This letter should reflect your best work.

January 30, 1777

Dear Joshua,

A ship which came into the harbor today brought news of great battles going on near Philadelphia, but the crew men were in disagreement about just what has taken place. Some say that Gen. Washington will be forced to ask for surrender terms, as the Congress has fled and our troops are outnumbered and have too few supplies. Others tell that Philadelphia is deserted. Still others claim that a great victory has happened somewhere in New Jersey. But for which side? We are all very confused and anxious here. I hope that you can answer some of our questions to help us understand what is going on.

First, what has happened in the fighting between the British and the Patriot forces under Gen. Washington? Can you tell us what part Delaware men have played in these events?

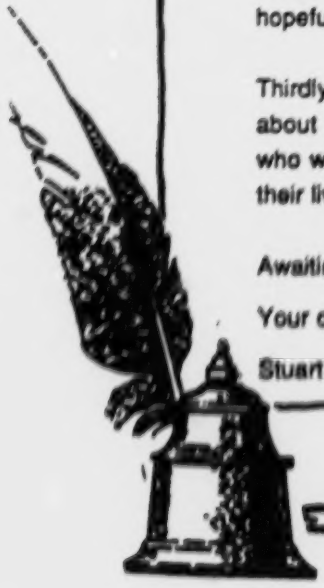
Secondly, how do you think this winter's events will affect our lives? Is there cause for worry and alarm? Should we be hopeful or downcast?

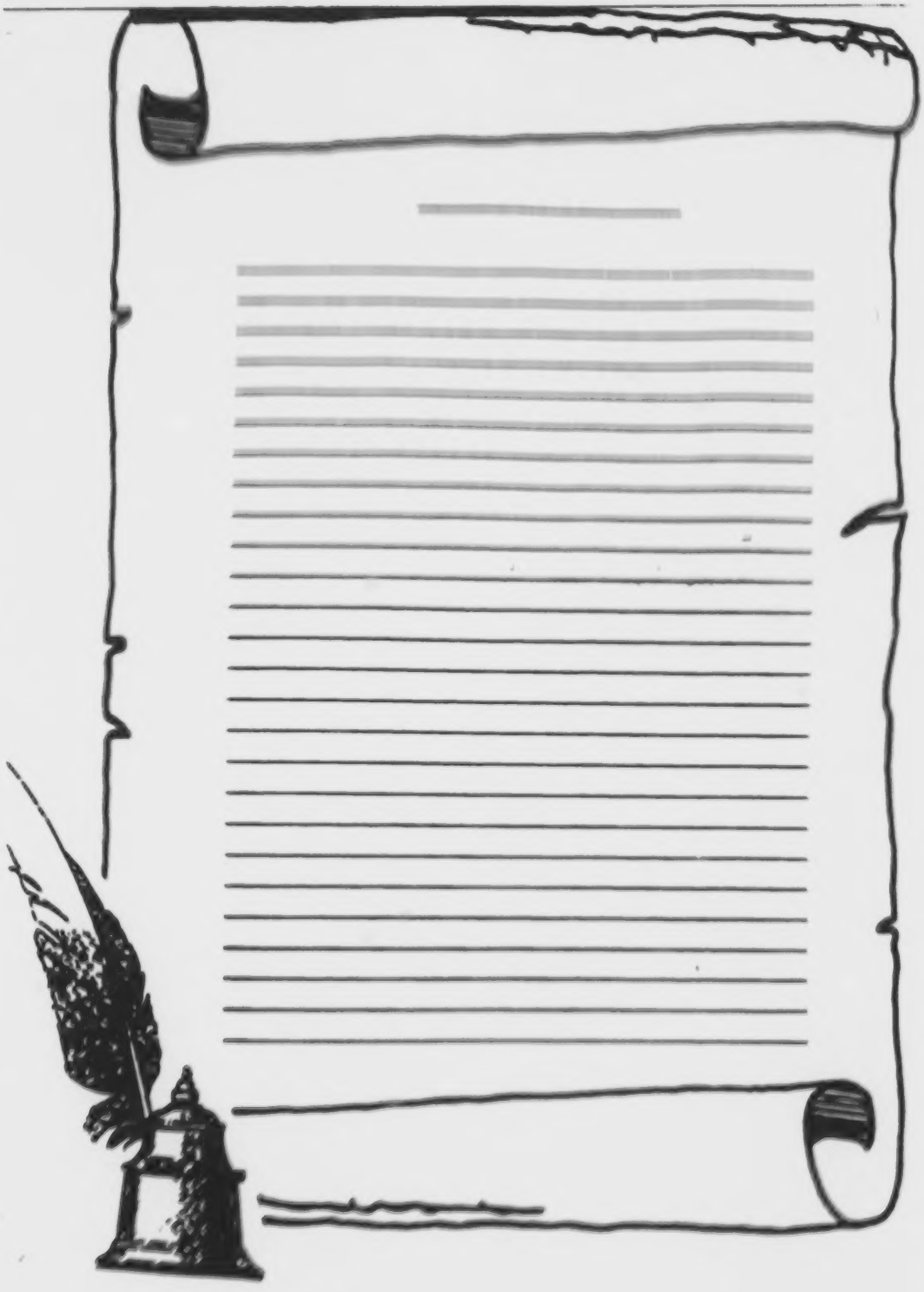
Thirdly, what do you and the other Philadelphia Quakers think about this war? Near Lewes there are a number of Quakers who wonder what the future holds for them. How do you think their lives will change if the Patriots should win?

Awaiting anxiously your reply I am

Your obedient servant,

Stuart Goodfellow





## Students Encounter the Past

Could stately old Woodburn, the governor's house, really have been a hiding place for fugitive slaves ? Could the home of John Hunn, mentioned in the writings of Harriet Beecher Stowe, have been a station on the Underground Railroad? How can we know what really happened in the past? How can we analyze and interpret the evidence once we find it? These are questions that ignite the curiosity of middle school students. Eighth grade teacher Fran O'Malley designed this task entitled Writing History: Delmarva's Underground Railroad to allow his students to enter into the exciting world of historians. Students are asked to take on the role of textbook author. They are asked to provide the facts and support them with details which are interesting and relevant. They are challenged to do so in an accurate, clear, and lively manner. In this way the student learns the facts about the past, but also puts to use valuable skills of thinking and expression. The product is tangible evidence of what the student knows and is able to do.

The success of an assignment like this depends on access to quality source documents. While there is much to be gained for the student who learns to use libraries, archives, museums and other sources of historical records, locating appropriate source documents may be more difficult for some students or teachers than for others. Because of this, an activity packet rich in documents, maps, and period illustrations was developed to accompany this task. Working with his students, O'Malley searched the collections of the Historical Society of Delaware, the Delaware State Museums, the University of Delaware Library and the Wilmington Public Library to locate the types of evidence which would help students understand Delmarva's role in this era of American history. Conversations with James McGowan and Charles Blackson, both noted for their expertise in this area, were also very helpful.

He then organized the materials around important questions students might have and around issues crucial to understanding the institution of slavery and its impact on the history of Delaware, the region, and eventually the nation. Activities and exercises were developed to build skills and understanding. The resources and the activities which accompany them were included as resources for teachers to use or adapt to prepare students for the task of writing history.

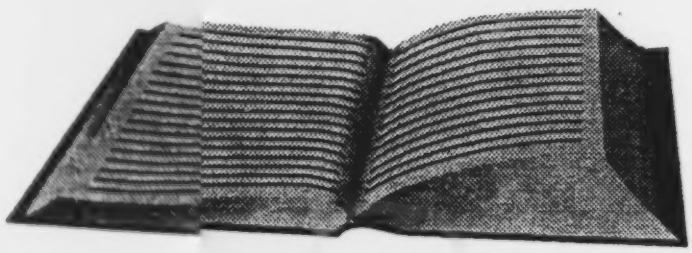
Underground Railroad was first presented to interested teachers in a workshop at the Fall Social Studies Conference in Smyrna in September of 1994. A number of participants in the workshop decided to try the task in their own classrooms. They shared their experiences with Fran O'Malley to help him improve the task. Betty Manion from Lewes Middle School, Ruthann Phillips from Sussex Vo-tech and Maryellen Taylor were enlisted to contribute supplemental language arts activities and to help with constructing a scoring rubric. At the same time content specialist Peter Kolchin reviewed the packet for historical accuracy and made suggestions for improvement.

At the Social Studies 301 Conference in Dover in May 1995, Darryl Lloyd of New Castle Middle School and Patty Tuttle-Newby of William Penn High School reported their experiences in the classroom with students of various ability and interest levels as they encountered *Underground Railroad*. They displayed student work and discussed strategies they had used to help students achieve success with this challenging material. Both teachers concurred that this unit was of high interest to students, even when the reading level of the material was difficult for them. Both teachers recommended using short segments of the activity packet at a time and enlisting help so that special ed students receive help with reading comprehension. Several interesting video or literature selections may be used to supplement the activity packet.

# WRITING HISTORY: DELMARVA'S UNDERGROUND RAILROAD

## A SOCIAL STUDIES/LANGUAGE ARTS ASSESSMENT TASK

**for Grade 8**




SOCIAL STUDIES COMPONENT
DEVELOPED BY
*FRAN O'MALLEY*

LANGUAGE ARTS COMPONENT
AND EDITING BY
BETTY MANION
RUTHANN PHILLIPS
MARYELLEN TAYLOR

Dear Teacher,

The Underground Railroad task asks students to assume roles as textbook authors who have been hired to write about the history of the Underground Railroad in the Delmarva region. The task is accompanied by a series of activities which are designed to prepare students for the writing task. The activities may be done as a whole or, for the sake of time, you may wish to have your students work only on selected activities which meet your particular needs. You do not have to complete all of the activities.

You should also note that the activities do not have to be completed in a specific order. Although their arrangement suits a specific purpose, you may wish to consider alternatives. For instance, some teachers who have attended Frameworks Commission workshops suggested that Activities 3 and 8 ("Timeline" and "Mental Map") should be presented first. Indeed, this makes sense.

This curriculum packet also contains enrichment activities which focus on the language arts standards. These activities are also optional. The language arts activities and editorial work was completed by a team of teachers headed by Betty Manion of Lewes Middle School and including Ruthann Phillips and Maryellen Taylor of Sussex Tech.

There are a number of options you have in deciding when to involve students in this task. You may want to create a thematic unit (e.g. "Conflict and Cooperation") or incorporate it into the chronology of American history. If you take the chronological approach, it is probably best to start the task after you have covered the Compromise of 1850 but before you start the Civil War.

It is up to you to decide whether or not the activities will be graded separately from the task. The rubric for this particular task was designed solely for the "historical account" which students compose upon completion of the activities. However, you may find that some of the scoring points in the rubric apply nicely to the activities as well.

It is also up to you to decide whether you wish to have the students work individually or in groups to complete the activities. You may want to put them in groups for the more challenging activities and have them work individually on those which you consider to be less challenging.

The time required to complete the task and all of the activities is approximately 2-3 weeks. To ensure completion within this time period, you may want to assign some of the activities for homework. It is up to you to decide how you will approach the activities. Classrooms function best when you work within the framework of your own teaching styles. Feel free to adapt the materials as you wish.

In an attempt to prevent students from feeling overwhelmed at the outset of the task, I strongly recommend that you distribute the activities one at a time. Experience has shown that if you distribute the entire packet in the beginning, students may develop a sense of shock. Students should pick up subsequent activities after they have completed previously assigned work.

**PRE-ACTIVITY INSTRUCTION**

In order to complete the activities, students will have to have a certain base of knowledge and skills which you will need to cover. The instruction which precedes the activities should include:

1. a general overview of the history of slavery in the United States up to the 1830s.
2. how to construct a timeline.
3. the location of free and slave states in 1860.
4. how to construct a pie, line and bar graph and when each type should be used.
5. an understanding of the nature of primary versus secondary sources and the value of each.

6. an understanding of cause & effect relationships, how things change over time and the importance of maintaining balance in writing history.

**MATERIALS NEEDED**

The list of materials which will be needed as students work on the activities and task includes:

| | |
|---|---|
| pencil or pen | colored pencils |
| graph paper | a ruler |
| a dictionary | a pair of scissors |
| Looseleaf | file folders (optional) |

Since the students will be asked to design a two page lay-out of the history of the Underground Railroad, you will also have to decide what students will use to lay-out their histories. One suggestion is to have the students use file folders which can be opened up to give a booklike appearance.

This task offers students the opportunity to be the authors of history rather than the readers of it. It is hoped that this active and authentic approach to the study of history will make it both memorable and enjoyable for your students. I hope that you will find it to be a valuable tool in your efforts to have your students meet the new standards.

*Fran O'Malley*

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# Underground Railroad

# Pre-task Activities

## WRITING HISTORY: DELMARVA'S UNDERGROUND RAILROAD

### STUDENT TASK

The task of writing the story of the history of the United States involves many challenges. The historian must sort through all of the evidence which has been handed down from the past; however, sometimes there is little or no evidence. On other occasions, there is a lot of evidence which often varies in terms of its quality.

In this activity you will be asked to play the role of a historian who has been assigned the task of writing about the Underground Railroad. You will be competing with other student-historians who have been assigned the same task. A textbook publisher wants to include one of your accounts in the latest edition of a United States history textbook that will be used in middle schools throughout the country.

You will be given an activity book which contains a variety of sources including maps, pictures, statistics, reproductions of posters, and primary sources, pieces of evidence which date back to the time period during which a historical event occurred. The first step in completing your task is to analyze the information which is contained in your activity book. The pieces of evidence will help you compile the story of the Underground Railroad.

As you develop your story of the Underground Railroad in the Mid-Atlantic region, an area which includes Delaware, Maryland, New Jersey and Pennsylvania, it is important to keep in mind that the textbook publisher established several guidelines that you must follow very closely.

### PUBLICATION REQUIREMENTS:

1) Present the important facts in an accurate and logical manner. Select the facts which seem most important to you, but be certain to include in your own way the answers to these questions:

- What was the nature of slavery in the United States before the Civil War?
- How did the slaves feel about slavery? What actions and/or reactions do we know about that help us understand their feelings?
- How did laws about slavery change over time from its beginnings until the Civil War period? Include a timeline or chronological description.
- What was the Underground Railroad? How did it operate on Delmarva? What routes were used most often? Who was involved and what risks did they encounter?

2) **Support your history with evidence.** You may select excerpts from documents from the Activity Packet or bring in additional sources you have located through your own research. Your history must include a minimum of two documents carefully chosen to support the points you have made in your history.

3) **Define and explain key terms** in a way that is accurate but understandable for the 8th grade reader.

4) **Explain how historians know what happened in the past.** What methods do historians use to evaluate evidence and decide if stories about the past are accurate. Give an example.

5) **Write your history in 750 words, using proper and imaginative communication skills.** Present your history in an organized and attractive two-page lay-out. Write your history in a lively and creative way, and edit carefully for spelling, punctuation and correct usage.

Now, begin your work by analyzing the sources in your activity book which is divided into several sections. Each focuses on a particular aspect of the Underground Railroad. Answer the questions accompanying each set of sources. Remember...your ultimate task is to write a textbook account of the Underground Railroad. The success of your work depends upon the degree to which you analyze and understand the documents.

# ACTIVITY 1

# SLAVES' ATTITUDES TOWARD SLAVERY

DIRECTIONS: In this activity try to develop an understanding of how some slaves felt about slavery. In the documents below, former slaves and those who interviewed them describe the slaves' experiences. After reading the documents, write several sentences which capture the slaves' attitudes.

### Document 1-1

The following account tells about a man who was brought to America as a slave.

> "...the man had not taken his food and refused taking any. Mild means were then used to divert him from his resolution, as well as promises that he should have anything he wished for; but he still refused to eat. They then whipped him with the *cat, but this also was ineffectual. He always kept his teeth so fast that it was impossible to get anything down...In this state he was four or five days, when he was brought up as dead to be thrown overboard; but Mr. Wilson, finding life still existing, repeated his endeavours though in vain, and two days afterwards he was brought up again in the same state as before. He then seemed to wish to get up. The crew assisted him and brought him aft to the fireplace, when in a feeble voice in his own tongue he asked for water, which was given him. Upon this they began to have hopes of dissuading him from his design, but he again shut his teeth as fast as ever, and resolved to die, and on the ninth day from his first refusal he died (Lester 26-27)."
>
> * a whip with nine lashes

### Document 1-2

The following statement comes from Father Henson's Story of His Own Life by Josiah Henson.

> "Slavery did its best to make me wretched...(115)"

### Document 1-3

Seven years before the Civil War erupted, Solomon Northrup's book entitled Twelve Years a Slave stated the following:

> "They are deceived who flatter themselves that the ignorant and debased slave has no conception of the magnitude of his wrongs. They are deceived who imagine that he arises from his

knees with back lacerated and bleeding, cherishing only a spirit of meekness and forgiveness. A day may come - it will come, if his prayer is heard - a terrible day of vengeance, when the master in his turn will cry in vain for mercy (129)."

**Document 1-4**

The following passage is taken from Mr. William Still's book entitled The Underground Railroad. Mr. Still was a free black man in Philadelphia who helped slaves escape when they arrived in his city. Still interviewed the escaping slaves with whom he came in contact and published his accounts in 1872. Henry Gorham passed through Wilmington, Delaware, on his way to Philadelphia.

"Henry Gorham was thirty-four years of age...He admitted that he had never felt the lash on his back, but, nevertheless, he had felt deeply on the subject of slavery. For years the chief concern with him was as to how he could safely reach a free state. Slavery he hated with a perfect hatred. To die in the woods, live in a cave, or sacrifice himself in some way, he was bound to do rather than remain a slave...Accordingly, he left and went to the woods; there he prepared himself a cave and resolved to live and die in it rather than return to bondage. Before he found his way out of the prison-house eleven months elapsed.

No rhetoric or fine scholarship was needed in his case to make his story interesting. None but hearts of stone could have listened without emotion (395)."

## Assignment

**Now that you have reviewed the documents, write several sentences explaining how slaves felt about slavery. Use quotations from the documents to support your description. Record your answer on your own paper.**

# ACTIVITY 2

# SOME WAYS THAT SLAVES RESPONDED TO SLAVERY

DIRECTIONS: Slaves responded to slavery in a variety of ways. Historians look at information provided to them by former slaves and those who witnessed slavery firsthand. In this activity, read the following documents and create a list of ways slaves reacted to their condition.

## Document 2-1

One southern doctor, Dr. Samuel W. Cartwright of the University of Louisiana, thought that there might be unique disorders suffered by slaves. He wrote an essay naming the discorders and their symptoms. The disorder which he describes below was called "Dyaesthesia Aethiopica."

Read the document below to find answers to these questions:

A. Do any of the "symptoms" suggest an intentional way in which slaves coped with slavery?
B. What do you think about Doctor Cartwright's description of slaves?
C. How do Doctor Cartwright's opinions compare or contrast with those of the overseer?

"From the careless movements of the individuals affected with this complaint, they are apt to do much mischief, which appears as if intentional, but is mostly owing to the stupidness of mind and insensibility of the nerves induced by the disease. Thus they break, waste, and destroy everything they handle: abuse horses and cattle, tear, burn, or rend their own clothing...They wander about at night, and keep in a half-nodding state by day. They slight their work - cut up corn, cane, cotton, and tobacco, when hoeing it...They raise disturbances with their overseers...When driven to labor by the compulsive power of the white man, he performs the task assigned to him in a headlong, careless manner, treading down with his feet or cutting with his hoe the plants he is put to cultivate; breaking the tools he works with, and spoiling everything he touches that can be injured by careless handling. Hence the overseers call it "rascality," supposing that the mischief is intentionally done." (Current 99)

## Document 2-2

As you read Document 2-2, ask yourself how some female slaves coped with their lives.

"The women on a plantation," said one extensive Virginian slave owner to me, "will hardly earn their salt, after they come to breeding age: they don't come to the field and you go to the quarters and ask the old nurse what's the matter and she says, 'Oh, she's not well, Master; she's not fit to work, sir'; and what can you do? You have to take her word for it that something or other is the matter with her; and you dare not set her to work; and so she lays up till she feels like taking the air again, and plays the lady at your expense (100)."

**Document 2-3**

As you read Document 2-3, ask yourself these questions:

A. Were Nat Turner's actions justifiable?
B. Why didn't other slaves follow his example?

Considerable evidence reveals that some slaves and free blacks plotted to use violence to overthrow the slaveowners. Most of the time, however, others revealed the plans before the rebellions occurred.

In 1831 a Virginia slave named Nat Turner led a rebellion against those connected with slavery. After he was captured, Nat Turner told his story to a white man who later printed it in a document entitled The Confessions of Nat Turner. The author begins by stating the following:

"The late insurrection in Southampton has greatly excited the public mind, and led to a thousand idle, exaggerated and mischievous reports. It is the first instance in our history of an open rebellion of the slaves, and attended with such atrocious circumstances of cruelty and destruction, as could not fail to leave a deep impression, not only upon the minds of the community where this fearful tragedy was wrought, but throughout every portion of our country...

It will thus appear, that whilst every thing upon the surface of society wore a calm and peaceful aspect...a gloomy fanatic was revolving in the recesses of his own dark, bewildered, and overwrought mind, schemes of indiscriminate massacre to the whites..." (Current, Garraty and Weinberg 335-344)

After Nat Turner's unsuccessful attempt to escape, he recalls:

"...each individual (involved in the uprising) sought his own safety either in concealment, or by returning home, with the hope that his participation might escape detection, and all were shot down in the course of a few days, or captured and brought

to trial and punishment (executed). Nat has survived all his followers, and the gallows will speedily close his career." (Current et al 335-344)

The author then describes what Nat Turner tells him about the murders. Nat Turner and his followers eventually kill fifty-five white people in a manner much like this one:

"...on that night...we had armed and equipped ourselves, and gathered sufficient force, neither age nor sex was to be spared, (which was invariably adhered to)

...we determined to enter the house secretly, and murder them whilst sleeping...armed with a hatchet, and accompanied by Will, I entered my master's chamber, it being dark. I could not give a death blow, hatchet glanced from his head, he sprang from the bed and called his wife, it was his last word. Will laid him dead, with a blow of his axe, and Mrs. Travis shared the same fate, as she lay in bed. The murder of this family, five in number, was the work of a moment, not one of them awoke; there was a little infant sleeping in a cradle, that was forgotten, until we had left the house and gone some distance. When Henry and Will returned and killed it...(335-344)."

**Document 2-4**

After interviewing Harriet Tubman a number of times, Sarah Bradford published the classic biography of Harriet Tubman in 1886. In her book entitled Harriet Tubman: Moses of Her People, Bradford describes how Tubman responded to slavery.

"No one knew how it had come out, but some one had heard that Harriet and two of her brothers were very soon, perhaps to-day, perhaps to-morrow, to be sent far South with a gang, bought up for plantation work. Harriet was about twenty or twenty-five years old at this time, and the constantly recurring idea of escape at some time, took sudden form that day. And with her usual promptitude of action she was ready to start at once...

And so, with only the North Star for her guide, our heroine started on the way to liberty. "For", said she, "I had reasoned dis out in my mind; there was one of two things I had a right to, liberty or death; if I could not have one. I would have de oder; for no man should take me alive; I should fight for my liberty as

long as my strength lasted, and when de time came for me to go, de Lorde would let dem take me..."

After many long and weary days of travel, she found that she had passed the magic line, which then divided the land of bondage from the land of freedom...

"I looked at my heands." she said, "to see if I was de same person now I was free. Dere was such a glory ober oberything, de sun came like gold trou de trees, and ober de fields, and I felt like I was in heaven" (Bradford 26-30).

**Response**

**Part 1 - Using the documents from Activity 2, list the ways slaves responded to their lives.**

**Part 2 - Answer these questions. Which of the slaves' reactions were most likely to have occurred on a frequent basis? Why? Which of the responses would have occurred infrequently? Why?**

# ACTIVITY 3

# A TIME LINE OF SLAVERY IN THE UNITED STATES

**DIRECTIONS: A time line, very important to the historian, may reflect the causes and effects of events or may illustrate how conditions change over time.**

**In this phase of your assignment, work with a small group of your peers to create a time line, using symbols or cartoons to illustrate the order of events listed below:**

| | |
|---|---|
| 1831 | American Anti-Slavery Society was founded |
| 1848 | Harriet Tubman escaped |
| 1619 | African-American laborers were brought involuntarily to Jamestown |
| 1865 | Thirteenth Amendment, which abolished slavery in the United States, was added to the Constitution |
| 1831 | Nat Turner's Rebellion occurred |
| 1861 | Civil War began |
| 1850 | Compromise of 1850, which contained the third national fugitive slave law, passed |
| 1852 | Uncle Tom's Cabin was published |
| 1820 | Missouri Compromise prohibited slavery in Louisiana above the 36'30' line |
| 1848 | Trial of Thomas Garrett and John Hunn occurred |
| 1808 | Congress passed law abolishing the foreign slave trade |
| 1787 | U.S. Constitution was written - contained first national fugitive slave law |
| 1780 | Pennsylvania passed a law calling for the gradual abolition of slavery |
| 1804 | New Jersey became the last state north of the Mason-Dixon line to abolish slavery gradually |
| 1854 | Kansas-Nebraska Act opened the Louisiana Territory to the possibility of slavery |
| 1793 | Congress passed the nation's second fugitive slave law |
| 1857 | Dred Scott Decision determined that slaves were not free simply because they lived in free states |
| 1830 | First railroad line, the Baltimore and Ohio, began operating in the United States |

# ACTIVITY 4

# HOW THE UNDERGROUND RAILROAD MAY HAVE GOTTEN ITS NAME

DIRECTIONS: In this activity, read to discover how the Underground Railroad got its name. In his book Station Master on the Underground Railroad: The Life and Letters of Thomas Garrett, James McGowan describes the theories of two prominent researchers. Read the theories, and draw your own conclusions.

Theory 1

"In the early part of this concerted management slaves were hunted and tracked as far as Columbia. There the pursuers lost all trace of them. The most scrutinizing inquiries, the most vigorous search, failed to deduce any knowledge of them. Their pursuers seemed to have reached an abyss, beyond which they could not see, the depth of which they could not fathom, and in their bewilderment and discomfiture they declared there must be an underground railroad somewhere. This gave origin to the term by which this secret passage from bondage to freedom was designated ever after." (McGowan 4)

Theory 2

In his book entitled The Underground Railroad, From Slavery to Freedom, historian Wilbur H. Siebert challenges Smedley's theory by arguing that railroads were virtually unknown in the United States during the 1830's.

"In the year 1831, a fugitive named Tice Davids came over the line and lived just back of Sandusky. He had come direct from Ripley, Ohio, where he crossed the Ohio River...

When he was running away, his master, a Kentuckian, was in close pursuit and pressing him so hard that when the Ohio River was reached he had no alternative but to jump in and swim across. It took his master some time to secure a skiff, in which he and his aid followed the swimming fugitive, keeping him in sight until he had landed. Once on shore, however, the master could not find him; and after a long...search the disappointed slave-master went into Ripley, and when inquired of as to what had become of his slave, said...he thought "the nigger must have gone off on an underground road." The story was repeated with a good deal of amusement, and this incident gave the name to the line. First the "Underground Road," afterwards "Underground Railroad." (McGowan 4)

## Activity:

## Explain how you think the Underground Railroad may have gotten its name.

# ACTIVITY 5

# WAS IT REALLY AN UNDERGROUND RAILROAD?

Students are often misled by the term "Underground Railroad" because they tend to think that an actual railroad ran underground. In fact, nothing could be further from the truth.

This activity is designed to help you understand more accurately what the Underground Railroad was really like. Read about the routes and methods of escape used by fugitive slaves as they made their way to freedom.

### Document 5-1 The Escape of Henry "Box" Brown, a slave from Richmond, Virginia

William Still, present at the scene when Brown arrived in Philadelphia, tells the story of Brown's noteworthy escape in his book entitled The Underground Railroad.

"Ordinary modes of travel he concluded might prove disasterous to his hopes; he, therefore, hit upon a new invention altogether, which was to have himself boxed up and forwarded to Philadelphia by express. The size of the box and how it was to be made to fit him most comfortably, was of his own ordering. Two feet eight inches deep, two feet wide, and three feet long were the exact dimensions of the box, lined with baize. His resources in regard to food and water consisted of the following: one bladder of water and a few small biscuits. His mechanical implement to meet the death-struggle for fresh air, all told, was one large gimlet. Satisfied that it would be far better to peril his life for freedom in this way than to remain under the galling yoke of slavery, he entered his box, which was safely nailed up and hooped with five hickory hoops, and then addressed by his next friend. James A. Smith, a shoe dealer, to Wm. H. Johnson, Arch Street, Philadelphia, marked, "This side up with care." It was twenty-six hours from the time he left Richmond until his arrival in the city of Brotherly Love. The notice, "This side up, etc." did not avail with the different expressmen, who hesitated not to handle the box in the usual manner...For a while they actually had the box upside down, and had him on his head for miles...

...according to arrangement, the box was at the Anti-Slavery office in due time.

Saw and hatchet quickly had the five hickory hoops cut and the lid off, and the marvelous resurrection of Brown ensued. Rising up in the box, he reached out his hand, saying, "How do you do gentlemen?" (Still 67-70)

Question: How did Henry "Box" Brown travel along the Underground Railroad?

## Document 5-2 Descriptions of Harriett Tubman's Journeys

After interviewing Harriet Tubman, her biographer, Sarah Bradford writes:

> "Friend Garrett...refers here to those who passed through his hands. Harriet was obliged to come by many different routes on her journeys, and though she never counted those whom she brought away with her, it would seem by computation of others, that there must have been somewhere over three hundred brought by her to the Northern States, and Canada." (Blockson 151)

In June of 1868, Thomas Garrett wrote a letter to Sarah Bradford in response to her request for information about his friend Harriet Tubman. The letter describes information which Tubman revealed to Garrett about her journeys into the South to help slaves escape.

> "No slave who ever placed himself under her care, was ever arrested that I have heard of; she mostly had her regular stopping places on her route; but in one instance, when she had several stout men with her, some thirty miles below her, she said that God told her to stop, which she did; and then asked him what she must do. He told her to leave the road, and turn to the left. She obeyed, and soon came to a small stream of tide water; there was no boat, no bridge; she again inquired of her Guide what she was to do. She was told to go through. It was cold, in the month of March, but having confidence in her Guide, she went in; the water came up to her armpits; the men refused to follow till they saw her safe on the opposite shore. They then followed, and if I mistake not, she had soon to wade a second stream, and soon after which she came to a cabin of colored people, who took them all in, put them to bed, and dried their clothes, ready to proceed next night on their journey..." (Blockson 151-152)

Question: How did Harriet Tubman and her followers travel along the Underground Railroad?

Harriet Tubman was interviewed for articles in the Commonwealth of June 17, 1863, and the Freeman's Record of March, 1865. In them, the authors reveal Tubman's strategies for assisting fugitive slaves.

> "She would never allow more to join her than she could properly care for, though she often gave others directions by

which they succeeded in escaping. She always came in the winter when the nights are long and dark, and people who have homes stay in them. She was never seen on the plantation herself; but appointed a rendezvous for her company eight or ten miles distant, so that if they were discovered at the first start she was not compromised. She started on Saturday night; the slaves at that time being allowed to go away from home to visit their friends - so that they would not be missed until Monday morning. Even then they were supposed to have loitered on the way, and it would often be late on Monday afternoon before the flight would be certainly known. If by any further delay the advertisement was not sent out before Tuesday morning, she felt secure of keeping ahead of it; but if it were, it required all of her ingenuity to escape. She resorted to various devices, she had confidential friends all along the road. She would hire a man to follow the one who put up the notices, and take them down as soon as his back was turned. She crossed creeks on railroad bridges by night, she hid her company in the woods while she herself not being advertised went into the towns in search of information. If met on the road, her face was always to the south, and she was always...respectable looking...not at all a poor fugitive. She would get into the cars near her pursuers and manage to hear their plans...(105)"

Questions:

A. What method of transportation did Harriet Tubman use?

B. When Tubman went into towns in search of information, where did her followers hide?

### Document 5-3 The Narrative of Alexander Ross

In his book entitled Experiences of an Abolitionist, the Canadian Doctor Alexander Ross describes one of his trips into the slave state of Delaware to help a slave escape.

"During the summer of 1859, I was engaged in efforts to aid the oppressed people of the State of Delaware.

On one occasion I visited Wilmington, Delaware, for the purpose of liberating the young wife of a refugee who the year previous had made his escape to Canada from the little town of Dover.

Returning to the house of my friend I obtained a horse and small wagon, and at twelve o'clock that night drove up and

down the street on which the house of the widow was situated, several times before I caught sight of the object of my search. She was standing near a fence, well shaded from the light of the moon. I drove near the sidewalk, and taking her into the carriage drove rapidly away on the road to Kennett Square, Pennsylvania. I kept the horse at a rapid gait until I got out of sight of Wilmington. After four o'clock in the morning, I heard the sound of a carriage rapidly following me. Upon reaching the top of a small hill I looked back, and saw a horse coming in full gallop - behind him a buggy with two men in it. I directed the girl to crouch down in the bottom of the vehicle. I then put my horse to its utmost speed, hoping to cross the Pennsylvania line before my pursuers came up to me...

Looking back I saw that my two pursuers were gaining upon me...I could hear shouts for me to stop...In another moment I heard the report of fire arms, and the whizzing sound of a bullet near my head. I then drew a revolver, and fired four times in quick succession at my pursuer's horse. I saw their horse stagger and fall to the ground. One of my pursuers then fired several times at me without effect. I was soon out of danger from them, and safe with my charge at the house of a kind Hannah Cox." (Blockson 158-159)

Question: What method of transportation did Doctor Ross and his fugitive friend use as they traveled along the Underground Railroad?

**Document 5-4 Robert Brown's Escape**

"This hero escaped from Martinsburg, Va., in 1856. In order to effect his escape, Robert was obliged to swim the Potomac River on horseback, on Christmas night...After crossing the river, his wet clothing freezing him, he rode all night, a distance of about forty miles. In the morning he left his faithful horse tied to a fence, quite broken down. He then commenced his dreary journey on foot..." (Still 112)

Question: How did Robert Brown manage to escape from his master?

**Document 5-5 "John's" Escape**

"John...was..purchased by a cotton planter...residing at Huntsville, Alabama...His master was a young man "found of drinking and carousing"...his master whipped him so severely with the 'bull whip' that he could not use his arm for three or four days. Seeing but one way of escape...he resolved to try it. It was to get on the top of the (railroad) car, instead of inside of it, and thus ride of nights, till nearly daylight, when, at a stopping-place on the road, he would slip off the car, and conceal himself in the woods until under cover of the next night he could manage to get on the top of another car. By this most hazardous mode of travel he reached Virginia (95-97)."

Questions: How did "John" manage to escape from his owner in Alabama?

**Document 5-6 Seth Concklin Describes His Trip South**

In the opening pages of his book The Underground Railroad, William Still tells the story of the man who traveled deep into the heart of the South to help Still's brother's family escape from slavery.

"In the long list of names who have suffered and died in the cause of freedom, not one, perhaps, could be found whose efforts to redeem a poor family of slaves were more Christlike than Seth Concklin's...(1)

In 1851, Seth Concklin travelled from Philadelphia to Alabama to help Peter Still's wife and three children escape slavery. Earlier, Peter Still had earned enough money to purchase his own freedom. He moved to Philadelphia where he lived constantly with the thought of freeing his wife and children. By 1851, the laws of Alabama made it illegal for slaves to purchase their freedom or a slaveowner to set slaves free. Still's family had but one chance for freedom - to escape. Concklin, shocked after reading about Peter Still's story in an abolitionist newspaper, decided to risk his life in an effort to reunite the Still family.

Concklin made it to Alabama where he arranged for Still's wife and children to escape. They got as far as Indiana when officials in Evansville took Concklin and the four fugitives into custody. The family was sent back to Alabama. Concklin was arrested and later "found drowned, with his hands and feet in chains and his skull fractured." In a letter to William Still, the owner of

> Still's family wrote that Concklin had "met his just reward by getting drownded" (Still 1-14)

Prior to his death, however, Concklin described the manner of his journey in a letter to William Still dated February 18, 1851.

> "I have traveled over three thousand miles. Two thousand and four hundred by steamboat, two hundred by railroad, one hundred by stage, four hundred on foot, forty-eight in a skiff." (Still 8)

Question: What does Concklin's letter tell you about the nature of the Underground Railroad?

## Synthesizing the Information:

**If you were asked to describe what the Underground Railroad was like, how would you describe it to a student in the eighth grade?**

# ACTIVITY 6

# THE RISKS OF RUNNING AWAY

DIRECTIONS: In this activity, read documents illustrating the risks which slaves took in order to escape their "masters." Not only will you come to understand the courage which fugitives exhibited but also the injustices of slavery which caused so many to assume these risks.

You will analyze personal narratives of those who experienced slavery firsthand, a "wanted" poster and advertisements in newspapers for runaway slaves.

After analyzing these documents, create a list of some of the risks which runaway slaves took as they traveled along the Underground Railroad.

### Document 6-1 A Wanted Poster for a Runaway Slave

RAN AWAY!

FROM THE SUBSCRIBER. My Mulatto Boy,

GEORGE Said George is 5 feet 8 inches in height, brown curly Hair, dark coat. I will give $400 for him alive, and the same sum for satisfactory proof that he has been killed.

Vide ANTHONY & ELLIS' MAMMOTH "UNCLE TOM'S CABIN." WM. HARRIS.

BEST COPY AVAILABLE

In 1839, one of the most influential anti-slavery reformers in the United States, Theodore Weld, wrote a book entitled American Slavery As It Is. This book, which played an important role in generating support for the American abolitionist movement, contains descriptions of slavery told mostly by slaveholders, former slaveholders and former slaves.

The stories in Documents 6-2 through 6-5 were told to Weld by Nehemiah Caulkins, a man who had worked as a carpenter on plantations "almost constantly in the company of the slaves as well as their masters."

**Document 6-2**

"In conversation with Mr. Swan about runaway slaves, he stated to me the following fact: A slave, by the name of Luke, was owned in Wilmington; he was sold to a speculator and carried to Georgia. After an absence of two months the slave returned...Luke went to the room where his master kept his arms, took his gun with some ammunition, and went into the woods. On the return of his master, the waiting man told him what had been done; this threw him into a violent passion; he swore he would kill Luke or lose his own life...He loaded another gun...and made a search, but could not find him...His neighbors advised him to offer a reward of two hundred dollars for him dead or alive, which he did.

I left the plantation in the spring, and returned to the north; when I went out again, the next fall, I asked Mr. Swan if any thing had been heard of Luke; he said he was shot, and related to me the manner of his death...(Current, Garraty and Weinberg 352)."

**Document 6-3**

"There was another slave shot while I was there; this man had run away, and had been living in the woods a long time, and it was not known where he was, till one day he was discovered by two men, who went on the large island near Belvidere to hunt turkeys; they shot him and carried his head home (352)." Current et al

**Document 6-4**

"It is common to keep dogs on the plantations, to pursue and catch runaway slaves...(The overseer) said he once had a dog, when he lived on another plantation, that was very useful to him in hunting runaway negroes. He said that a slave on the plantation once ran away; as soon as he found the course he took, he put the dog on the track, and he soon came so close upon him that the man had to climb a tree, he followed with his gun, and brought the slave home (352)." Current et al

**Document 6-5**

"There was a slave on this plantation, who had repeatedly run away, and had been severely flogged every time. The last time he was caught, a hole was dug in the ground, and he was buried up to the chin, his arms being secured down by his sides. He was kept in this situation four or five days (353)." Current et al

**Document 6-6 Want Ads for Runaway Slaves**
*Provided by the Historical Society of Delaware*

TWENTY DOLLARS REWARD.

RAN-AWAY from the Subscriber, living on Kent Island, Negro WATT and his wife BETTY - who took with them their Child named JIM, about two years old. Watt is 36 years of age, about 4 feet 10 inches high, with a sore on his cheek, occasioned by one of his teeth; Betty is 27 years of age, tall and slim, very slow in her speech, with a scar on her eye-brow, and very black.

Whoever takes up said Negroes, and secures them in any jail, so as the owner may get them again, will have the above reward, and all reasonable charges paid, (if brought home)

by
FRANCIS BRIGHT.

Sept. 18, 1794.

Seventy Dollars Reward.

Maryland-Baltimore, July 9, 1794 -
RAN-AWAY from the Subscriber, a few weeks ago, a likely country-born NEGRO-MAN named JIM, about twenty-three years of age. He is a dark mulatto of copper-color, about five feet 8 or 9 inches high, droops a little in the shoulders, pretty square made, mild speech, and down-look when spoken to-he is a good ploughman, carter, and mower; had on a bottle-green colored coat, strip'd jacket, and white shirt-it is probable he has changed his cloaths before this. I purchased him from Mr. Isaac Henry, of Somerset county. Some short time after he went away, he was apprehended in that neighborhood, and made his escape: I have reason to believe that he has left that part of the country, and made for the upper part of the Eastern-Shore of Maryland; or what is very likely, for the State of Delaware; where, I am told, negros have an idea that they are immediately taken under the protection of some of the Abolition Society. I will pay a reward of Sixty Dollars to have him secured in any jail on the continent, so that I may get him again; or Seventy Dollars if delivered to me, at Oakly, near Baltimore.

JOHN DORSEY

**DIRECTIONS: Create a list of some of the risks which runaway slaves faced in their flight to freedom. Base your list on the information contained in Documents 6-1 through 6-6.**

# ACTIVITY 7

# FUGITIVE SLAVE LAWS IN THE UNITED STATES

DIRECTIONS: Slaveowners, who had paid a lot of money for most of their slaves, demanded that lawmakers pass legislation which would help them to recapture their runaway slaves. On the other hand, Americans who opposed slavery fought against the passage of such laws.

In this activity, you are to examine the laws of the United States which applied to fugitive slaves. Although most states passed their own laws regarding runaways, the laws which you will analyze were in effect throughout the United States and its territories.

As you read through the information and documents, focus on two questions: Did the laws work for or against the fugitive slaves? As the laws changed over time, did they help or hurt the cause of the runaways?

## Document 7-1

In 1787 our Founding Fathers wrote a new plan of government for the United States...the Constitution. Since many of them were slaveowners and represented slave states, it should not be surprising that the Constitution contained the first major fugitive slave law. Article IV, Section 2, Clause 3 stated:

> "No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor; but shall be delivered up on claim of the party to whom such service or labor may be due.

Questions:

1. In your own words, summarize what the Constitution said about fugitive slaves.
2. Did the fugitive slave clause of the Constitution work for or against runaway slaves?

## Document 7-2

The Constitution did not specify the legal procedures which had to be followed by a master who wanted to capture "his slave." Since most of the fugitives fled to states where slavery had been abolished, some of these "free" states did not want to cooperate with "fugitive slave hunters" who had been sent north in search of runaways; consequently, disputes erupted between the free and slave states.

As a result of a conflict between the governor of the free state of Pennsylvania and the governor of the slave state of Virginia, Congress passed a new fugitive slave law on February 12, 1793. Three fugitive slave hunters had entered Pennsylvania, captured a Negro woman who claimed to be free, and taken her to Virginia as a fugitive slave. The three white men were charged with kidnapping, and the governor of Pennsylvania formally asked the governor of Virginia to hand them over to Pennsylvanian authorities for trial; however, the governor of Virginia refused.

Consequently, the governor of Pennsylvania wrote to President George Washington about the dispute, but Washington turned the matter over to Congress which enacted the Fugitive Slave Act of 1793.

The Eastern Pennsylvania Anti-Slavery Society published its Extracts from the American Slave Code in the mid-Nineteenth Century which summarized the Fugitive Slave Act of 1793 in the following manner:

> "Act of February 12, 1793, provides that any master or his agent may seize any person whom he claims as a 'fugitive from service,' and take him before a judge of the U.S. court, or magistrate of the city or county where he, (the fugitive) is taken, and the magistrate, on proof, in support of the claim, to his satisfaction, must give the claimant (slave catcher) a certificate authorizing the removal of such fugitive to the state he fled from."

The Act of 1793 went on to state that any person who "knowingly and willingly" prevented a slaveowner from recapturing his runaway slave, or who tried to "harbor or conceal" a known fugitive, "shall, for either of the said offences, forfeit and pay the sum of five hundred dollars" (Finkelman 258-259; Campbell 7-8)."

## Questions:

1. In what ways did the Fugitive Slave Law of 1793 change the fugitive slave clause which was written into the original Constitution?

2. Did the Fugitive Slave Law of 1793 work for or against runaway slaves?

## Document 7-3

The complaint that fugitive slave hunters were operating in the North and illegally taking free blacks back to the South as fugitives served to intensify the hostile feelings which divided the nation by the 1840's. Some states, like Pennsylvania, passed laws which were intended to protect these victims of the Fugitive Slave Law. Pennsylvania's law made it a crime for anyone to "take or carry away from the State any negro with the intention of selling him as a slave, or of detaining or causing to be detained such negro as a slave for life." This law also protected fugitive slaves who "had sought refuge within Pennsylvania's borders" (Campbell 11).

Southern states argued that states like Pennsylvania were violating the Fugitive Slave Act of 1793. In the famous Supreme Court case of 1842, "Prigg versus Pennsylvania," the Court ruled that Pennsylvania's law was unconstitutional because only the national government could make laws regarding fugitive slaves. In the same decision, however, the Court ruled that no state had to help in the process of returning fugitive slaves to their owners. The Supreme Court went on to state that the national government, not the state government, was responsible for helping slaveowners to recapture and return fugitive slaves.

In response to the Prigg decision, many free states began passing "personal liberty laws" which made it illegal for state officials to assist in the capture and return of fugitive slaves; needless to say, slaveowners were furious.

In the eyes of slaveowners, the weaknesses and loopholes of the Fugitive Slave Act of 1793 became both obvious and unacceptable. Although the Constitution and acts of Congress required fugitive slaves to be returned to their owners, free states legally refused to assist in the enforcement of the law.

Frustrated at the turn of events, Virginia's lawmaking body described the situation which then existed:

> "The master...a stranger, must go into a free state, seize his slave without form or process of law, and unaccompanied by a single civil officer, must carry that slave, in the face of a fanatical and infuriated population (abolitionist), perhaps from the center of extremists of the state, a distance of two or three hundred miles to the place where the judge may happen to reside, before he can have any legal...action in his case;...there is no provision in that law by which the judgement can be enforced, or the power of the national government be invoked, through its marshals and officers, to (uphold) the rights of property thus (ruled) in his favor (8)."

## Questions:

1. In the case of Prigg versus Pennsylvania, what did the Supreme Court say states did not have to do?

2. According to the Supreme Court's decision in Prigg versus Pennsylvania, whose responsibility was it to help slaveowners capture and return their fugitive slaves...the state's or the national government's?

3. Under the "personal liberty laws" passed in the 1840's, what was illegal for some state officials to do?

4. According to comments made by the Virginia lawmaking body, what were the dangers and difficulties slaveowners had to face in attempting to recapture and return their fugitive slaves?

## Document 7-4

In 1850, the slave states finally saw their opportunity to "put some teeth" into the nation's fugitive slave laws. In that year, Congress was debating whether to admit the territory of California as a free state. Congressmen from the South decided to use their demand for a tougher fugitive slave law as a bargaining chip in the debates.

The Fugitive Slave Bill was passed by a Senate vote of 27 to 12 on February 12, 1850. The House of Representatives passed it later that summer by a margin of 109 to 76. On September 18, 1850, President Millard Fillmore signed the Fugitive Slave Law of 1850. This law had 12 main features:

1. Special commissioners would be appointed by the U.S. Circuit Courts to enforce the law.
2. U.S. marshalls or deputy marshalls who refused to carry out the law would be fined up to $1,000.
3. U.S. marshalls or deputy marshalls who lost a captured fugitive slave would have to pay the slaveowner the full value of the slave.
4. Commissioners could appoint extra people to help U.S. marshalls capture and return slaves.
5. The owners of a fugitive slave, or his agent, could "reclaim" his slave by getting a warrant from a judge or commissioner, "or by seizing and arresting such fugitive" himself.
6. If a slave owner captured the fugitive himself, he had to take the fugitive before a judge or commissioner, and, if the owner or agent could convince the judge that the slave was indeed a fugitive, the judge or commissioner would give the owner or agent a certificate which made it legal for him to take the fugitive "back to the state or territory from whence he or she may have escaped."
7. "Reasonalble force or restraint" could be used to return the fugitive to his owner.
8. The alleged fugitive was not permitted to testify on his or her own behalf during the identification hearings.
9. It became a crime for "any person" to interfere with the owner or agent who was authorized to return a fugitive slave. The penalty for such a crime was a fine of up to $1,000 and/or up to six months in prison.
10. Commissioners who returned a fugitive to his or her owner would receive $10. Commissioners who decided against the claims of an "owner" or his agent would receive $5. The fee would be paid by the owner.
11. If an owner filed a claim that he feared a rescue attempt would be made on behalf of the fugitive, the officer who arrested the slave was required to return the slave to his or her owner. The officer was authorized to hire as many people as he needed to carry out his duties. The costs of this process would be paid out the national treasury.
12. Evidence of an owner's right to a fugitive was to be obtained from a judge in the owner's home state. The owner had to offer the judge "satisfactory" proof of ownership and a description of the fugitive. The judge would then issue a legal certificate which had to be honored anywhere in the United States as conclusive proof of the owner's claim to a fugitive (Campbell 23-25).

## Questions:

1. Compared to earlier fugitive slave laws, did the Fugitive Slave Act of 1850 make it easier or tougher for a slave to escape?

2. List some of the main ways in which the Fugitive Slave Act of 1850 made it easier or tougher for a slave to escape.

3. In what ways did the Fugitive Slave Act of 1850 affect those free persons who worked on the Underground Railroad?

## Synthesize the Information

## Briefly explain to someone your own age how the fugitive slave laws in the United States changed over time from 1787-1850.

# ACTIVITY 8

# A MENTAL MAP OF SLAVE AREAS IN THE UNITED STATES IN 1860

One of the goals in your study of history and geography is the imprinting of "mental maps," allowing you to visualize information. Educated people must learn to develop these maps in order to visualize important pieces of historical information. In American history, for example, students should be expected to distinguish between the "free states," those in which slavery was illegal, and the "slave states."

**In this activity, you will be given the opportunity to illustrate one of your "mental maps." At the bottom of this page, you will find an outline map of the United States as it would have appeared just before the Civil War erupted in 1861. Use colored pencils and/or symbols to shade in the areas where slavery was illegal. Then, use another color or symbol to shade in the areas where slavery was legal.**

**Finally, since the Mason-Dixon line was often identified by escaping slaves as the boundary between slavery and freedom, indicate its location on the map by using the label "M-D Line."**

# ACTIVITY 9

# MAPPING DOCUMENTED SITES: DELMARVA'S UNDERGROUND RAILROAD

DIRECTIONS: In this activity, you will identify sites on the Delmarva Peninsula from which slaves are known to have escaped or places where they found assistance.

First, read excerpts of documents which contain historical support for the Underground Railroad claims. Then, create two lists of sites: one, for the places from which slaves are known to have escaped, the other, for places where slaves are known to have rested, resupplied or found other types of aid in "stations." **This list is not intended to be a complete list of the important sites on the Underground Railroad.**

Once you have identified the sites, use colored pencils to identify the locations on the map, one of Maryland and Delaware published by the J.H. Colton Company of New York in 1855 which illustrates the prominent towns, waterways, roads and railroads existing at the time the Underground Railroad operated.

In the second part of this activity, draw arrows on the map to illustrate some of the probable routes which escaping slaves might have taken to freedom.

## SELECTED READINGS

William Still, a free black man who lived in Philadelphia, was very active in helping many fugitive slaves who passed through his city. He interviewed the escaping slaves, recorded their information and published the details in 1872.

His book The Underground Railroad is considered one of the very best sources of information on the Railroad in the Mid-Atlantic region. He was very careful not to mention many names or places in order to protect the identities of those who had helped the slaves to escape.

> "The inquiry may arise as to how such passengers managed to get through Maryland and Delaware. But it cannot be expected that the manner in which each arrival traveled should be particularly described. It might not be prudent even now (1872), to give the names of persons still living in the South, who assisted their fellow-men in the dark days of slavery (Still 467)."

As you read the excerpts, remember, your assignment is to create a list of places from which slaves escaped. A second list should contain the names of places, or stations, where escaping slaves stopped, rested, resupplied or were helped in other ways.

Kimberton, October 28th, 1855

"Esteemed Friend: This evening a company of eleven friends reached here, having left their homes on the night of the 26th last. They came into Wilmington, about ten o'clock on the morning of the 27th, and left there, in the town, their two carriages, drawn by two horses. They went to Thomas Garrett's by open day-light and from thence were sent hastily onward...

They come from New Chestertown...(20)"

Perry Johnson, of Elkton, Maryland

"Perry's exit was in November, 1853. He was owned by Charles Johnson, who lived at Elkton (Maryland)...He had but one eye; the other he had been deprived of by a terrible stroke with a cowhide in the "hand of his mistress" (48)."

Henry Predo

"Henry fled from Buckstown, Dorchester Co., Md., March, 1857 (57)."

Camden, Del., March 23rd, 1857

"Dear Sir: I take my pen in hand to write to you, to inform you what we have had to go throw for the last two weaks...We put them throug, we hav to carry them 19 mils and cum back the sam night wich maks 38 mils. It is tou much for our littel horses. We must do the bes we can, ther is much bisness dun on this Road. We have to go throw dover and smerny, the two wors places this sid of mary land lin (60)." William Brinkly

C. Hitchens.

"This individual took his departure from Milford, Del., where he was owned by Wm Hill... (94)."

Perry Burton

"Perry is about twenty-seven years of age...He acknowledged John R. Burton, a farmer on Indian River, as his master...(95)."

Joseph Grant

"He was owned by Mrs. Mary Gibson, who resided at St. Michaels on the Eastern Shore (of Maryland) (125)."

"Charles Henry...resolved to flee...Charles left his wife Anna, living near the head of Sassafras, Md. The separation was painful, as was everything belonging to the system of Slavery (132)."

Hansel Waples

"This traveler arrived from Millsboro, Indian River, Delaware, where he was owned by William E. Burton (209)."

Rosa Anna Tonnell alias Maria Hyde

"She fled from Isaac Tonnell of Georgetown, Delaware, in Christmas week, 1853 (210)."

Mary Ennis alias Licia Hemmin

"Mary arrived with her two children in the early spring of 1854... There were the so-called property of John Ennis, of

Georgetown, Delaware. (They went to West Chester, then Philadelphia)

From such a wretched state of barbarism as existed in poor little Delaware (210)."

Sarah Smith alias Mildreth Page, and her daughter, nine years of age

"Sarah and her child were held to service by the Rev. A.D. Pollock, a resident of Wilmington, Del.

It required no great effort to escape from Wilmington, where the watchful (Thomas) Garrett lived (235-36)."

James Edward Handy, alias Daniel Canon

"At Seaford, Delaware, James was held in bonds under a slave-holder called Samuel Lewis (237)."

Arrival No. 4. Maria Jane Houston

"The little state of Delaware lost in the person of Maria, one of her nicest looking bond maids...She was a tall, dark, young woman, from the neighborhood of Cantwell's Bridge (now Odessa) (297-98)."

Letter from Thomas Garrett
Wilmington, 12 mo. 29th. 1854
Esteemed Friend, J. Miller McKim:

"We made arrangements last night and sent away Harriet Tubman, with six men and one woman..."

Thomas Garrett

"...On examining the six passengers who came by this arrival they were thus recorded...

...John...fled from a farmer, by the name of John Campbell Henry, who resided at Cambridge, Dorchester Co. Maryland (305-307)."

Story told by William Still

"One morning about the first of November, in 1855, the sleepy, slaveholding neighborhood of Chestertown, Maryland, was doubtless excited on learning that eleven head of slaves, four head of hourses, and two carriages were missing...

It is not likely that they knew much about the roads, nevertheless, they reached Wilmington, Delaware.

...the fugitives were soon on their way to Kennett Square (a hot-bed of abolitionists and stock-holders of the Underground Railroad)...It so happened that they reached the Long Wood meeting-house in the evening...

...after remaining all night with the Kennett Friends (Quakers), they were brought to Downingtown (PA)...

...After receiving friendly aid and advice while there, they were forwarded to the Committee in Philadelphia...the Committee felt that they might safely be sent on to Canada in one of the regular trains considered most private (311)."

Charles Henry Cooper and William Israel Smith

"These passengers were representatives of the peculiar institution of Middletown, Delaware (330)."

William Henry Laminson came from near New Castle, Delaware.

"...this young piece of property...was crossing Mason and Dixon's line, and steering directly for Canada (348)."

Letter from Thomas Garrett
Wilmington, 6 mo., 9th. 1857.

"Esteemed Friend - Willia Still: We have here in this place...an old colored woman, the mother of 12 children...

Thos. Garrett

She was probably sixty or seventy... of the New Market District, Eastern Shore of Maryland...Before reaching a place of repose she was three weeks in the woods, almost wholly without nourishment (410)."

Arrival from Delaware, 1857

"...3 from Sussex County...Portsville...near Laurel (412)."

General Andrew Jackson

"He spoke freely of the man who claimed him as a slave, saying that his name was Shepherd Houston of Lewistown, Delaware...(456)."

Letter from Wilmington, presumably by Thomas Garrett
Wilmington, 2 mo. 5th. 1858

"Esteemed Friend: William Still: I have information of 6 able-bodied men that are expected here to-morrow morning; they may, to-morrow afternoon or evening, take the cars at Chester..."

Humanitas

"Plymouth was forty-two years of age...The name of the man who had made merchandise of Plymouth was Nat Horsey, of Horsey's Cross Roads (Delaware) (464)."

Letter from an Unknown Source in Camden, Delaware
Camden, June 13, 1858.

"Mr. Still: ...I wont to no if your friends can help us, we have a Road that more than 100 past over in 1857...I wrote last december to the anti Slavery Society for James Mot and others concerning of purchasing a horse for his bisnes...the work must go on for ther is much frait pases over this Road, But ther has Ben but 3 conductors for sum time (467)."

Andrew Bolden

"He fled from Newark (493)."

James Henry Jackson

"...fled from Frederica, Delaware...(496)."

Letter from Thomas Garrett
Wilmington, 8th mo. 21st, 1858

"Esteemed Friend: William Still: This is my 69th birthday, and I do not know any better way to celebrate it...than to send to thee two fugitives, man and wife...

Thos. Garrett

(P.S. both were sent to Chester, then Media, then Philadelphia) (497)."

Crossing the Bay in a Skiff

"The land route presented less encouragement than by water; they knew but little, however, concerning either way. After much anxious reflection, they finally decided to make their Underground Rail Road exit by water...So one Saturday evening, toward the latter part of January, the four young slaves stood on the beach near Lewes, Delaware, and cast their longing eyes in the direction of the Jersey shore...(502-506)."

Sundry Arrivals From Maryland, 1860

"Edward (Casting) fled from Robert Moore, who lived at Duck Creek (Delaware)...

David Snively ran away from Frederick, Maryland...

Henry Dunmore had served as a slave up to the age of thirty-five...his master...lived about sixteen miles (south east of) Elkton, near Charleston, Maryland (550-551)."

To Whom It May Concern: Beware of Slave Catchers

"Miss Wilson, of Georgetown Cross Roads, Kent County, Md., is now in the city (Philadelphia) in pursuit of her alleged slave man, Butler (559)."

Thomas Garrett

"He then met, at New Castle, a man, woman, and six children, from down on the Eastern Shore of Maryland. The man was free, the woman had been a slave, and while in slavery had had by her husband, two children. She was then set free, and afterwards had four children. The whole party ran away. They traveled several days and finally reached Middletown, late at night, where they were taken in, fed and cared for, by John Hunn, a wealthy Quaker, there (649-650)."

**DIRECTIONS: In this activity, identify places on the Delmarva Peninsula from which slaves are known to have escaped or found assistance in "stations."**

**List the names of the places associated with the Underground Railroad found in the documented materials which accompany this activity. Arrange your paper like this:**

| Places from which Slaves Escaped | Stations on the Underground Railroad |
|---|---|
| | |
| | |
| | |
| | |

# ACTIVITY 10

# HOW CREDIBLE ARE THE CLAIMS?

When writing history, you must be careful to check the credibility of the information you use. Credibility is important since it refers to how believable or accurate information is.

People suspect that many places in Delaware may have been stations on the Underground Railroad. In some cases, the evidence to support these suspicions is very believable; in other cases, it is not.

Much of the evidence about the Underground Railroad is missing or incomplete. Some information may have never been recorded. In his autobiography, Frederick Douglass, one of the greatest men of his era, helps to explain why:

> "I have never approved of the very public manner, in which some of our western friends have conducted what they call the "Under-ground Railroad," but which, I think, by their open declarations, has been made, most emphatically, the "Upper-ground Railroad." Its stations are far better known to the slaveholders than to the slaves...that is of no practical benefit to themselves, nor to the slaves escaping. Nothing is more evident, than that such disclosures are a positive evil to the slaves remaining, and seeking to escape. In publishing such accounts, the anti-slavery man addresses the slaveholder, not the slave: he stimulates the former to greater watchfulness, and adds to his facilities for capturing his slave. We owe something to the slaves, south of the Mason and Dixon's line, as well as to those north of it: and, in discharging the duty of aiding the latter, on their way to freedom, we should be careful to do nothing which would be likely to hinder the former, in making their escape from slavery (Blockson96)..."

In this activity, read about two places in Delaware that may have been "stations" on the Underground Railroad. After reading, decide on the credibility of each claim. Then consider these two questions:

1. If you were a historian, would you be willing to say that either of these locations was truly a "station" on the Underground Railroad? Explain why you think each of the claims is credible or incredible.

2. Are there any circumstances in which a historian should accept claims about the Underground Railroad even if the evidence is lacking?

## Case 1 Woodburn: The Governor's House in Dover, DE

The following information is directly quoted from an article, "Tracking the Underground Railroad," by Lorraine Kidd which appeared in the Wilmington News Journal.

> The throng of escaping slaves rowed silently up the St. Jones River through Dover in the dead of the night and coasted to a camouflaged opening in the river bank.
>
> They disembarked and walked hunched over, always ducking and looking over their shoulders, fearful that the next snapping twig might be the pursuing steps of the slave hunters who would sell them back into bondage.
>
> They scurried and crawled more than 1,200 feet through a dark, dirt tunnel.
>
> That tunnel has since been destroyed by state workers, but the cluster of cellars is still there--beneath Woodburn, the governor's house at 151 King's Highway.
>
> "Truly if Woodburn was a part of the underground railroad, these are proud moments in Delaware," Gov. Castle said. "There are mentions in national history that it was and I've heard hearsay back and forth on it. But if it is, it's very important to not only Delaware but to our national history."
>
> Delaware was the last stop on the historic underground railroad that stretched to freedom in Pennsylvania.
>
> "Escaping slaves would come up the river by rowboat and be led to the Woodburn basement," said Richard A. Haber, former state chief engineer and highway director. "Now all the boys that saw the tunnel; they're all dead now. But we saw it in September or October of 1939."
>
> No records were kept because helping slaves was illegal. Much of the history of Blacks in Delaware and America was not preserved. But strong evidence supports that the grand-brick Georgian house, now home to Castle, was indeed a station on the historic road to freedom.
>
> "In all honesty, the tunnel from Woodburn to the river existed," said Haber, 74. "At the time, we didn't know it was anything we should have saved. We obliterated all signs of it. I imagine

if somebody wanted to spend a lot of time and money, they could find signs of it today..."

"At that time the city of Dover wanted to create a park there," Haber recalled. "So we were sent to clear it up. We found the collapsed ground and those impressions led to the St. Jones Creek..."

"It took us a year and a half to clear it all out and then they decided that would be kept," he said. "We even found bricks that were part of something that had caved in, and they went all the way to the cellar of Woodburn. They had that time bricked up the entrance to the house."

Haber estimated that the tunnel was 4 feet high, 3 feet wide and 1,200 feet long. "They would have had to crawl on their hands and knees through the tunnel because it was concealed."

## RATE THE CREDIBILITY OF THE CLAIM

On a scale of 1 to 10, with ten (10) representing your opinion that the claim is completely credible or believable, and one (1) representing your opinion that the claim is completely incredible or unbelievable, rate the degree that the governor's house in Dover was part of the Underground Railroad.

Your rating:

1 2 3 4 5 6 7 8 9 10

Explain why you gave the claim this rating?

* * * * * * * * * * * *

### Case 2 The Home of John Hunn near Middletown, DE

Harriet Beecher Stowe's novel Uncle Tom's Cabin, published in 1852, describes some of the evils of slavery. Her novel caused many Americans who had little experience with slavery to become passionately opposed to it. Many Southerners, on the other hand, complained that the book was written by someone who knew little about slavery; thus, they claimed the author painted a distorted picture of the situation.

In reaction to the protests of southern slave owners, Stowe wrote another book, claiming it contained factual support for the information in Uncle Tom's Cabin. One of the people she included in her second book, Key to Uncle Tom's Cabin, was Simeon Halliday. Stowe writes that

> Simeon Halliday, calmly risking fine and imprisonment for his love to God and man, has had in this country many counterparts...
>
> The writer had in mind, at the time of writing, the scenes in the trial of Thomas Garrett, of Wilmington, Delaware, for the crime of hiring a hack to convey a mother and four children from Newcastle jail to Wilmington, a distance of five miles (54).

The Key to Uncle Tom's Cabin contains a letter from Thomas Garrett to Harriet Beecher Stowe. In the letter, Garrett describes the events which led up to the famous trial of John Hunn and himself. As you read the following excerpt from this letter, decide whether the claim that John Hunn's house near Middletown was part of the Underground Railroad is more or less credible than the claims made about the governor's house in Dover.

> Wilmington, Delaware
> 1st month 18th, 1853
>
> My Dear Friend,
>
> Harriet Beecher Stowe: I have this day received a request from Charles K. Whipple, of Boston, to furnish thee with a statement, authentic and circumstantial, of the trouble and losses which have been brought upon myself and others of my friends from the aid we had rendered to fugitive slaves, in order, if thought of sufficient importance, to be published in a work thee is now preparing for the press.
>
> I will now endeavor to give thee a statement of what John Hunn and myself suffered by aiding a family of slaves, a few years since...
>
> In the 12th month, year 1846, a family, consisting of Samuel Hawkins, a freeman, his wife Emeline, and six children, who were afterwards proved slaves, stopped at the house of a friend named John Hunn, near Middletown, in this state, in the evening about sunset, to procure food and lodging for the night. They were seen by some of Hunn's pro-slavery neighbors, who soon came with a constable, and had them taken before a magistrate. Hunn had left the slaves in his kitchen when he went to the village of Middletown, half a mile distant. When the officer came with a warrant for them, he met Hunn at the kitchen door, and asked for the blacks; Hunn, with truth, said he did not know where they were. Hunn's wife, thinking they would be safer, had sent them upstairs during his absence, where they were found. Hunn made no resistance, and they were taken before the magistrate, and from his office direct to Newcastle jail (54)...

Later, Stowe records in her book that

> "The whole family escaped. John Hunn and John Garret (sic) were brought to trial... For John Hunn's part of this crime, he was fined two thousand five hundred dollars, and John Garret was fined five thousand four hundred..."

Source: This letter can be found in A Key to Uncle Tom's Cabin: Presenting the Original Facts and Documents Upon Which the Story Is Founded with Collaborative Statements Verifying the Truth of the Work by Harriet Beecher Stowe. John P. Jewett & Co., Cleveland, Ohio. 1853. Microfiche (University of Delaware).

## RATE THE CREDIBILITY OF THE CLAIM

Using the same criteria as you used on the previous document, rate the credibility of the claim that John Hunn's house, near Middletown, once served as a "station."

Your rating:

1 2 3 4 5 6 7 8 9 10

Explain the rating you gave the Hunn house claim.

### Reflecting on Your Work

> "It was evidently deemed prudent in those days not to keep as full reports as had been the wont of the secretary, prior to 1859."

-a quotation from William Still in The Underground Railroad (555)

1. If you were an historian, would you be willing to risk your reputation by asserting that either the governor's residence or John Hunn's house was truly a "station" of the Underground Railroad?

2. Some people argue that claims about the Underground Railroad should not have to be supported as conclusively as other historical claims in order to be considered credible. Do you agree or disagree with this opinion? Explain your answer.

# ACTIVITY 11

# SLAVE POPULATION OF DELAWARE: 1790-1860

**Part I - Construct a Graph**

**Directions: Using the information listed in Figure 1, create a graph illustrating Delaware's changing slave population from 1790-1860. The information provided comes from the U.S. Census Returns which have been compiled every ten (10) years since 1790. Slavery was abolished by the Thirteenth Amendment, passed in 1865.**

Figure 1:

| Total Number of Slaves Living in Delaware | |
|---|---|
| 1790 - 8,887 | 1830 - 3,292 |
| 1800 - 6,153 | 1840 - 2,605 |
| 1810 - 4,177 | 1850 - 2,290 |
| 1820 - 4,509 | 1860 - 1,798 |

Using the information in Figure 1, answer the following questions:

1. Did the slave population in Delaware increase or decrease between 1790 and 1860?

2. What are the possible reasons for this change? Develop a list of the reasons.

3. Is there enough information to draw a reasonable conclusion about whether there was an active underground Railroad in the state of Delaware during the first half of the 19th Century? Why or why not?

**Part II**

**Directions: In Figure 2 information taken from the Census indicates the changes in the number of slaves and free Blacks living in Delaware between 1790 and 1860. For example, if you look at the period between 1790 and 1800, you will notice that the number of slaves living in Delaware decreased by 2,374 while the number of free Blacks increased by 4,369.**

**After you analyze Figure 2, answer the question which follows it.**

Figure 2 Changes in the total Number of Slaves and Free Blacks Living in Delaware, 1790-1860.

| | Changes in the Number of Slaves | Changes in the Number of Free Blacks |
|---|---|---|
| 1790-1800 | -2,374 | +4,369 |
| 1800-1810 | -1,976 | +4,868 |
| 1810-1820 | - 332 | - 178 |
| 1820-1830 | -1,217 | +2,897 |
| 1830-1840 | - 687 | +1,061 |
| 1840-1850 | - 315 | +1,157 |
| 1850-1860 | - 492 | +1,756 |

Question about Figure 2: Does the information presented suggest that the decrease in Delaware's slave population may have been caused by something other than an increase in the number of runaways? If so, what might that other reason have been?

**Part III**

**DIRECTIONS: Figure 3 contains the slave populations for each of Delaware's three counties from 1790-1860. After analyzing the information, answer the four questions which follow.**

Figure 3:

| | Sussex County | Kent County | New Castle County |
|---|---|---|---|
| 1790 | 4,025 | 2,300 | 2,562 |
| 1800 | 2,830 | 1,485 | 1,838 |
| 1810 | 2,402 | 728 | 1,047 |
| 1820 | 2,244 | 1,070 | 1,195 |
| 1830 | 1,918 | 588 | 786 |
| 1840 | 1,637 | 427 | 541 |
| 1850 | 1,549 | 347 | 394 |
| 1860 | 1,341 | 203 | 254 |

NOTE: After 1810, New Castle County had the largest population of the three counties. In 1860, there were 54,797 people living in New Castle County. Sussex had the second largest population during the same time period. In 1860, there were 29,615 people living in Sussex County while Kent County had a population of 27,804.

Question about Figure 3

4. Does the census information in Figure 3 suggest that one of Delaware's three counties may have been a more or less dangerous place for an escaping slave to travel through? Why?

5. Which county seemed the most dangerous? Which county seemed the safest?

Sources of Information

The information presented in this activity was provided by the Delaware State Museums (DSM). DSM gathered the information form the Atlas of the State of Delaware, Pomeroy & Beers, 1868, Philadelphia.

# ACTIVITY 12

# YOU BE THE RUNAWAY: PLOT YOUR ROUTE

Directions: Pretend you are a slave who is planning to run away from your master, and use the map which was published by J.H. Colton & Company of New York City in 1855. The map shows most of the area which is the Delmarva Peninsula. It shows the major towns, waterways, roads, and railroads which existed ten years before slavery was abolished in the United States.

Use your knowledge of the physical features of the land and the "stations" on the Underground Railroad to plot your escape route.

Assume you are escaping from a farm in Buck Town, Maryland (Buck T. on the map), which is the town from which Harriet Tubman escaped. Then, with your pencil or pen, draw lines on the map which illustrate the route which you plan to use.

Finally, in the space which follows, describe the route that you have selected, and explain why you chose that particular route.

Be sure to identify the places you will stop to rest and include the manner in which you will travel each step of the way (e.g. by foot, boat, railroad, etc.). Keep in mind the distances you will be traveling, and estimate the number of days it will take you to enter into a "free" state.

Describe the route you have chosen; be sure to include all the information mentioned above.

BEST COPY AVAILABLE

# ACTIVITY 13

# THE BENEFITS OF COOPERATION

In many ways, the "story" of the Underground Railroad is useful in developing an understanding about the role of conflict and cooperation in history. The conflict between fugitive slaves and UGRR conductors on the one hand and slaveowners on the other, is well-documented. The efforts of free men and women to assist runaway slaves are clear examples of cooperation in history. Yet, one of the lesser known aspects of the cooperation between free men and slaves during the 18th Century deserves much closer attention.

During the Civil War, thousands of Union troops were held captive in Confederate prisons under the worst imaginable conditions. In his book, "Marching Toward Freedom" historian James McPherson describes the efforts made by some Union prisoners of war to escape from Confederate prisons. In one passage, McPherson relays the story of Lieutenant Hannibal Johnson of the Third Infantry Maine which the author suggests was "typical" of events surrounding the escape of Union prisoners.

McPherson writes, "Johnson was captured during the Battle of the Wilderness in Virginia on May 5, 1864. He was sent to a prison camp near Columbia, South Carolina from which he and three other Union officers escaped on the night of November 20, 1864, by overpowering the guard and running into the woods under the cover of darkness." They headed north for Union lines nearly 200 miles away in Tennessee. Johnson's escape is described below through excerpts from his own diary. As you read them, look for ways in which slaves operated their own version of the Underground Railroad. What lesson can be learned form this story of human cooperation?

"Nov. 23, 1864...For the past twenty-four hours have had nothing to eat but dry corn which we found in the fields. Must find some trusty negro who will feed us and put us on the right road. At night we approached a negro cabin for the first time; we did it with fear and trembling, but we must have food and help. Found a family of trusty negroes belonging to Colonel Boozier, who gave us a good supper, such as we had not had for many long months...Here we remained till early morning, when we were taken to the woods and hid there to wait for a guide which these negroes say they would furnish at dark...

Nov. 24. Still in the woods, the women coming to us twice during the day to bring us food and inform us that a guide will be ready at dark. "God bless the poor slaves. At dark, Frank took us seven miles...traveled all night, making about twenty-two miles.

Nov. 25. Lay in the woods all day, and at night went to William Ford's plantation to get food. Here the negroes could not do enough for us, supplying us with edibles of a nice character...

Nov. 28. Still at Ford's...About midnight we got a guide by the name of Bob to take us seven miles on the Edgefield road, as the

Augusta state road is too public to travel, and some of our officers were captured on the road to-day. Turned over by Bob to a guide by the name of George, who hid us in the woods.

Nov. 29. George has brought us food during the day, and will try to get us a guide to-night. At dark went to the negro quarters, where a nice chicken supper was waiting us...

Dec. 2. As soon as daylight the negroes on this place commended coming to where we were hidden, all having something for us in the way of food; they also promise us a guide for the night. If such kindness will not make one an Abolitionist then his heart must be made of stone...

Dec. 5. ...Just before we arrived at this plantation it commenced raining and we got as wet as if thrown into the Saluda River. Here we were put into a negro cabin with a fire and bed at our disposal...

Dec. 9. We were hiding in the woods when it commenced snowing, the first of the season; soon a guide came for us and hid us for the day in a negro cabin. At night some negroes came six miles through the storm to bring us food. We are gaining in strength and weight, for we are eating most of the time when we are not on the road tramping." (McPherson 43-45)

Owing largely to the assistance of negro slaves, Hannibal Johnson's party reached Union lines near Knoxville, Tennessee on January 5, 1865.

## Summarizing

Explain how it can be argued that there were actually two kinds of "Underground Railroads" operating during the mid-19th Century.

## For Further Thought

What lessons about human cooperation can be learned from this chapter in American history?

**HARRIET TUBMAN (1820-1913)**

Born a slave on the Eastern Shore of Maryland, Harriet Tubman became a renowned conductor on the Underground Railroad in Delaware after her escape in 1849. She made up to nineteen trips back to the South and led as many as 300 slaves to freedom. During the Civil War, she served as a nurse, spy, and military scout for the Union army.

*Photographs, sketches and written information provided by the Historical Society of Delaware. The information was found in HSD's teacher packet entitled, "Opening the Door to Freedom: The Struggle for Equality in Delaware."

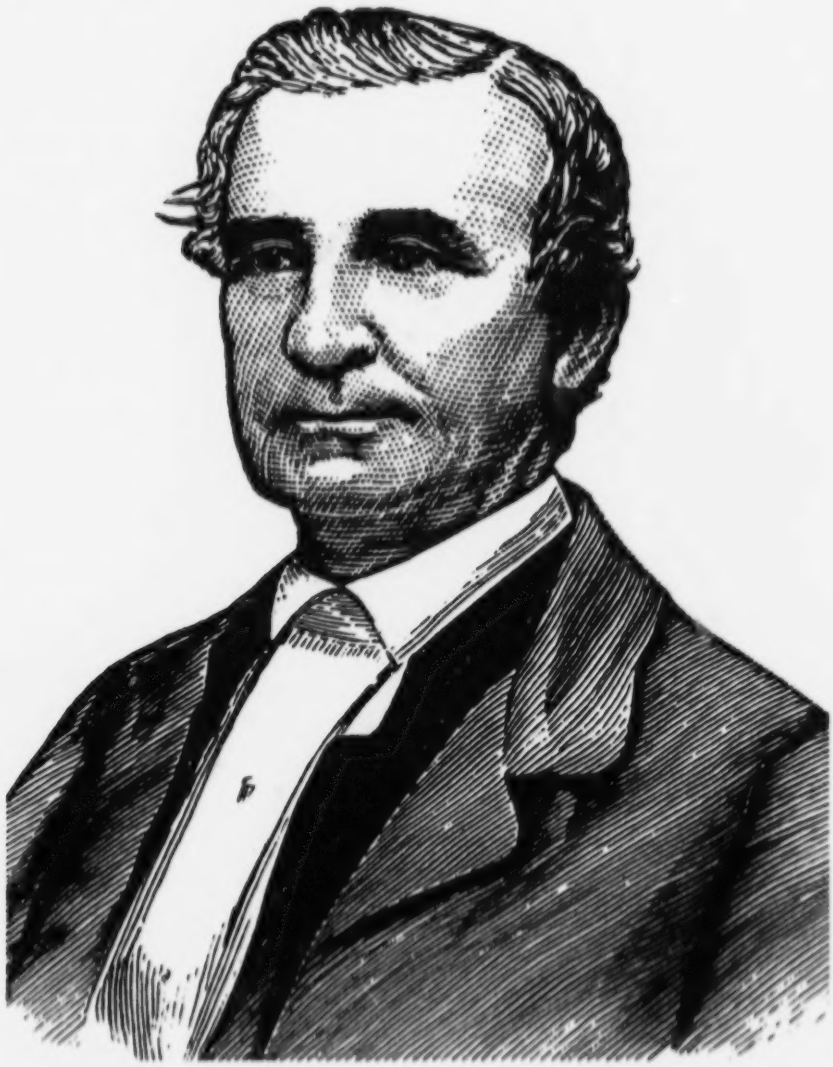
**THOMAS GARRETT**

Thomas Garrett was an active participant in the Underground Railroad in Delaware for over thirty years. He is credited with sheltering close to 2700 runaway slaves in his house, located on Shipley Street. In 1848 a group of slaveholders brought suit against Garrett for his role in helping slaves escape. To pay high fine of $ 5,400 and avoid jail, he was forced to sell his home and business. Garrett defended his actions and defiantly announced to the courtroom: "Thou has not left me a dollar, but I say to thee...that if anyone knows a fugitive slave who wants shelter...send him to Thomas Garrett and he will befriend him!"

*Photographs, sketches and written information provided by the Historical Society of Delaware. The information was found in HSD's teacher packet entitled, "Opening the Door to Freedom: The Struggle for Equality in Delaware."

**JOHN HUNN**

A Quaker farmer from Middletown, Delaware, John Hunn served as a conductor on the Underground Railroad, coordinating the transport of slaves between Dover and Wilmington. In 1848 he was heavily fined for his activities.



*Photographs, sketches and written information provided by the Historical Society of Delaware. The information was found in HSD's teacher packet entitled, "Opening the Door to Freedom: The Struggle for Equality in Delaware."

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# TASK INSTRUCTIONS, SCORING RUBRIC AND STUDENT EVALUATIONS

## WRITING HISTORY: DELMARVA'S UNDERGROUND RAILROAD

### STUDENT TASK

The task of writing the story of the history of the United States involves many challenges. The historian must sort through all of the evidence which has been handed down from the past; however, sometimes there is little or no evidence. On other occasions, there is a lot of evidence which often varies in terms of its quality.

In this activity you will be asked to play the role of a historian who has been assigned the task of writing about the Underground Railroad. You will be competing with other student-historians who have been assigned the same task. A textbook publisher wants to include one of your accounts in the latest edition of a United States history textbook that will be used in middle schools throughout the country.

You will be given an activity book which contains a variety of sources including maps, pictures, statistics, reproductions of posters, and primary sources, pieces of evidence which date back to the time period during which a historical event occurred. The first step in completing your task is to analyze the information which is contained in your activity book. The pieces of evidence will help you compile the story of the Underground Railroad.

As you develop your story of the Underground Railroad in the Mid-Atlantic region, an area which includes Delaware, Maryland, New Jersey and Pennsylvania, it is important to keep in mind that the textbook publisher established several guidelines that you must follow very closely.

### PUBLICATION REQUIREMENTS:

1) Present the important facts in an accurate and logical manner. Select the facts which seem most important to you, but be certain to include in your own way the answers to these questions:

- What was the nature of slavery in the United States before the Civil War?
- How did the slaves feel about slavery? What actions and/or reactions do we know about that help us understand their feelings?
- How did laws about slavery change over time from its beginnings until the Civil War period? Include a timeline or chronological description.
- What was the Underground Railroad? How did it operate on Delmarva? What routes were used most often? Who was involved and what risks did they encounter?

2) **Support your history with evidence.** You may select excerpts from documents from the Activity Packet or bring in additional sources you have located through your own research. Your history must include a minimum of two documents carefully chosen to support the points you have made in your history.

3) **Define and explain key terms** in a way that is accurate but understandable for the 8th grade reader.

4) **Explain how historians know what happened in the past.** What methods do historians use to evaluate evidence and decide if stories about the past are accurate. Give an example.

5) **Write your history in 750 words, using proper and imaginative communication skills.** Present your history in an organized and attractive two-page lay-out. Write your history in a lively and creative way, and edit carefully for spelling, punctuation and correct usage.

## SCORING RUBRIC FOR TASK ONE AND TWO

Circle the number that best represents your evaluation of the student's performance on each of these criteria.

**1- Falls below the standard** **3- Meets the standard**
**2- Approaches the standard** **4- Exceeds the standard**

1. Student(s) demonstrated that historical materials relating to a particular region or theme were examined (History Standard 2).

   1 2 3 4

2. Student(s) analyzed credibility of sources and change over time. (History Standard 2)

   1 2 3 4

3. Student(s) made logical inferences concerning cause and effect (History Standard 2).

   1 2 3 4

4. Student(s) demonstrated that they understood how conflict and cooperation among people contributed to the division of the earth's surface into distinctive cultural regions and political territories. (Geography Standard 4).

   1 2 3 4

5. Student(s) presented the facts about the Underground Railroad in a logical and accurate manner. (History Standard 4)

   1 2 3 4

6. Student(s) used appropriate and adequate historical evidence to support the historical account. (English Language Arts Standards 1 & 3)

   1 2 3 4

7. Key terms needed for understanding were selected and defined. (Eng. Language Arts Standard 1)

   1 2 3 4

8. Student(s) used written and oral English appropriate to the task. (Eng. Language Arts Standard 1)

   1 2 3 4

9. Student(s) adhered to publication requirements, including word limit and page lay-out. (Eng. Language Arts Standard 1)

   1 2 3 4

10. Student(s) made positive contributions while working collaboratively. (Civics Standard 4)

    1 2 3 4

If desired by the teacher, a composite score may be arrived at by averaging the above.

## Task 2

The process of selecting the information which will appear in textbooks is a lengthy and careful one. The number of books which are sold by a publishing company is based partly on the accuracy and interest levels of the book's contents. After a history has been written, editorial groups examine the information to check for inaccuracies, spelling, grammatical errors, and the degree to which the story is interesting. Since you have been asked to write the history of the Underground Railroad, your story will be examined by an editorial board made up of your fellow students.

After you have written your individual history of the Underground Railroad, you will be appointed to an editorial group of 3 or 4 students whose job it is to combine the best features of each of your individually written stories and compose a single, outstanding history of the Underground Railroad. Each member of the group should share his/her story with the other members of the group. As you read through each account, look for the best features of the student's work. You will want to include these in your group's history to "submit for publication." After your group has come to an agreement as to which features are the best, compose a single history, paying close attention to the rubric which outlines the criteria upon which the written history will be evaluated. This will be considered your group's final proposal and the one on which all of you will be evaluated.

## TASK 2 - EDITORIAL REVIEW PREPARATION

I. Write your own history of the Underground Railroad, and bring enough copies of it to distribute to others in the editorial group.

II. List below the best features of your account and be prepared to discuss them with your group:

A.

B.

C.

D.

## TASK 2 - EDITORIAL REVIEW PROCESS

### Writers

Distribute copies of history under review.

### Reviewers

Read and discuss each historical account of the Underground Railroad.

Appoint a recorder for each session who will record the best features of each student's history.

### Both reviewers and recorders

Combine the best features of all histories and create one group-history which will be submitted for publication.

Decide on the best means of presenting this history to the publisher/teacher.

Consider criteria when making plans for a successful presentation by the group.

Task 2

## RECORDER'S NOTES

Author's Name_____ Date_____

Recorder's Name_____

Editorial Reviewers _____ _____

_____ _____

_____ _____

Best Features:

## Task 3

The publisher (teacher) must now decide which group's written history of the Underground Railroad will be selected for inclusion in the new textbook. The publisher has asked that each group make an **oral presentation** in which the group tries to convince him that its history should be the one selected for the new text. Only one can be selected.

You will have one class period to develop your presentation. In the following class period, your group will be given **5 minutes** to make its presentation. At that time, you can either read the history to the rest of the class and the teacher, present it on an overhead projector, xerox copies for them to read, or choose a creative way to present your history.

Once the group has had the chance to hear or read the group's history, highlight the important features of your account, and present reasons why your group's history should be selected for the next text.

Remember, only the best will be selected. Review the criteria for a successful oral presentation. Use your talents well, and be the best!!!

Upon the completion of all oral presentations, assess your group's collaborative efforts, evaluate your final product to be sure you have met the standards, and complete the reflections.

## TASK 3 - ORAL PRESENTATION

Circle the numbers by each feature of a presentation using the following criteria:

| | |
|---|---|
| 1 Falls below the standard | 3 Meets the standard |
| 2 Approaches the standard | 4 Exceeds the standard |

| | | | | | |
|---|---|---|---|---|---|
| **I.** | **CONTENT OF THE PRESENTATION** | | | | |
| A. | Demonstrates knowledge of the subject | 1 | 2 | 3 | 4 |
| B. | Establishes and maintains a purpose | 1 | 2 | 3 | 4 |
| C. | Provides appropriate background information | 1 | 2 | 3 | 4 |
| D. | Is well organized | 1 | 2 | 3 | 4 |
| E. | Includes accurate facts | 1 | 2 | 3 | 4 |
| F. | Analyzes information | 1 | 2 | 3 | 4 |
| **II.** | **STYLE OF PRESENTATION** | | | | |
| A. | Engages and holds the attention of the audience | 1 | 2 | 3 | 4 |
| B. | Demonstrates a smooth and flowing command of the language | 1 | 2 | 3 | 4 |
| C. | Includes ancillary materials (props, aural or visual aids) | 1 | 2 | 3 | 4 |
| D. | Shows imagination and ingenuity | 1 | 2 | 3 | 4 |
| **III.** | **DELIVERY OF PRESENTATION** | | | | |
| A. | Varies the volume to add emphasis and interest | 1 | 2 | 3 | 4 |
| B. | Speaks in a lively, enthusiastic manner | 1 | 2 | 3 | 4 |
| C. | Maintains eye contact with the audience | 1 | 2 | 3 | 4 |
| D. | Speaks clearly and distinctly without language idiosyncrasies such as ah's, uhm's, "you know," or "like" | 1 | 2 | 3 | 4 |
| E. | Uses appropriate non-verbal communication (posture, gestures) | 1 | 2 | 3 | 4 |
| **IV.** | **GROUP INVOLVEMENT** | | | | |
| A. | Demonstrates collaboration | 1 | 2 | 3 | 4 |
| B. | Shows cooperative planning and organization | 1 | 2 | 3 | 4 |

Name _____

## STUDENT GROUP EVALUATION

Group Member Names: _____

Place each person's initials in the spot that matches your rating of him or her. If necessary, make comments to explain your rating. Be sure to evaluate yourself. Feel free to use the back of this paper.

| | Always | Frequently | Sometimes | Never |
|---|---|---|---|---|
| **A. Group Participation**<br><br>1. Participated in group discussions<br>2. His his/her share of the work | | | | |
| **B. Staying on the Topic**<br><br>3. Paid attention, listened to what was said<br>4. Made comments aimed at keeping group on task | | | | |
| **C. Offering Useful Ideas**<br><br>5. Gave ideas and suggestions that helped<br>6. Offered helpful criticism and comments<br>7. Influenced the group's decisions and plans | | | | |
| **D. Consideration**<br><br>8. Made positive, encouraging remarks<br>9. Gave credit to others for their ideas | | | | |
| **E. Involving Others**<br><br>10. Got others involved through asking questions<br>11. Tried to get the group working together to reach consensus<br>12. Seriously considered the ideas of others | | | | |
| **F. Communicating**<br><br>13. Spoke clearly. Was easy to hear and understand<br>14. Expressed ideas clearly and effectively | | | | |

**Comments:** Did your group function exceptionally well? If not, why not?

## REFLECTIONS

1. Describe the assignment.

2. Discuss the major choices you made during this project.

3. *How have your ideas about the Underground Railroad changed since you began this task?*

4. What do you think you will remember about this task ten years from now?

5. Which part of the task was the most challenging?

   What did you enjoy most?
   Are there any changes that would improve this task?

6. Discuss something this task taught you about yourself as a reader, writer, or speaker.

7. What advice do you have for students who are beginning their study of Delmarva's Underground Railroad?

# ENGLISH LANGUAGE ARTS ACTIVITIES

## THE UNDERGROUND RAILROAD

### Unit Extensions

The ideas which are included in this unit are designed to do the following:

1. Strengthen reading and writing skills
2. Demonstrate students' understanding of the concepts taught within the unit
3. Provide for various forms of expression...artistic, oral, and written
4. Encourage public speaking
5. Develop creative thinking skills
6. Encourage cooperation among peers

## WHAT'S IT MEAN?

DIRECTIONS: Reread Document 3 in Activity 2 and circle the letter of the word closest in meaning to the following words:

| | | | | |
|---|---|---|---|---|
| 1. **insurrection** | a. activity | b. celebration | c. uprising | d. occurrences |
| 2. **atrocious** | a. attractive | b. horrible | c. angry | d. pleasant |
| 3. **concealment** | a. rescue | b. hiding | c. carefulness | d. execution |
| 4. **detection** | a. observation | b. location | c. participation | d. action |
| 5. **gallows** | a. slave owners | b. capture | c. noose | d. handcuffs |
| 6. **massacre** | a. plot of land | b. slaughter | c. plans | d. racist |
| 7. **fanatic** | a. monster | b. child | c. wanderer | d. someone obsessed |
| 8. **overwrought** | a. careful | b. intelligent | c. troubled | d. keen |
| 9. **indiscriminate** | a. purposeful | b. foreign | c. horrible | d. thoughtless |
| 10. **chamber** | a. music | b. house | c. room | d. closet |

## PLAY SECRETARY

### Activity 1

Locate "Twenty Dollars Reward" in Activity 6, Document 6, and rewrite it in modern-day English.

### Activity 2

Rewrite William Brinkly's letter of March 23rd, 1857, in Activity 9 Selected Readings. Make sure to correct all of Mr. Brinkly's errors.

## IN JEOPARDY!

Most everyone has seen the popular television quiz show called "Jeopardy". Its format is unique because the contestants are given the answer to a question, and they must respond with a question. How about creating your own "Jeopardy" game about the slavery era and especially the Underground Railroad!

## INSTRUCTIONS:

1. Make a list of twenty questions which relate to the information that has been learned in this unit. Answer each question.
   Example: Answer/clue-plantation...Question - What is a large farm where slaves were forced to work during the slave era?

2. Write a list of answers with several lines between each answer. Ask your teacher to make copies for you.

3. Ask your teacher to create teams of students within your class.

4. Conduct a cooperative learning "Jeopardy" game in the classroom.

5. Give each team the list of answers. Have a recorder write the question that his team decides is correct for each answer.

6. Have teams exchange answers. Discuss the correct questions. Determine the winning team.

• Your project will be evaluated on the following criteria:

The quality of the questions
Use of punctuation, capitalization, sentence structure, etc.
The manner in which you conduct the game

## ESCAPE!

Have you ever thought about writing a book? It doesn't have to be long. It doesn't have to be complicated. The story needs characters, setting, plot, conflict and conflict solving. The slave era must have been filled with stories about slaves escaping. Either they made it to safety, often with the help of the Underground Railroad, or they were captured. There were times when a slave owner changed his mind about slavery and even helped slaves. Perhaps the story could be written from the point of view of a small child. Let your imagination soar!

### INSTRUCTIONS:

1. Write a story that relates to the unit.
2. Break the story into small parts for each page.
3. Illustrate each page.
4. Create an appropriate cover.
5. Share the book with the class.

• Your project will be evaluated on the following criteria:

Correct use of story elements (characters, plot, setting, and conflict)
Accuracy of punctuation, capitalization, spelling, etc.
Neatness of illustrations
Enthusiasm and clarity in the presentation

## A COVER STORY

Early American quilts were designed by using scraps of materials which were then arranged and sewn together in unique patterns. Some "crazy quilts" carried no pattern; rather, they were odd-shaped pieces of cloth which were sewn together in a random fashion. Some quilts were designed with scenes that told a story or depicted a certain region of the country. It would be interesting to design a quilt which reflects themes of slavery and the Underground Railroad.

## INSTRUCTIONS:

1. Cut white paper into nine, 5" squares. Cut colored construction paper into nine, 6" squares. Vary the colors for interest.

2. On the white paper, draw scenes which depict slavery and the Underground Railroad. Keep in mind that the drawings should be simple, line drawings without shading. They may be colored, however.

3. Glue the drawings to the center of the colored squares. Glue these squares to a large piece of colored construction paper or tag board. Allow for a border around the quilt.

4. Using a thin magic marker, neatly draw X's to look like stitches between each square.

5. A variation of this quilt could be to use more squares and draw a traditional quilt pattern on them. Through research, you can find patterns such as the log cabin, star, and others which would be easy to draw. Alternate these patterns with the pictorial pieces.

6. Prepare a class presentation. Discuss the various scenes which you have included.

• Your project will be evaluated upon the following criteria:

Neatness of the final product
Appropriateness of the images
Quality of the class presentation

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## A SIGN OF REBELLION

Throughout history, people have created flags to represent groups of people and to promote political movements. Out of the American Civil War period came several such flags. Research the flags from the Civil War. (Most encyclopedias cover this topic in detail.) Observe the symbols and colors which were used.

### INSTRUCTIONS:

1. Select four flags which were created as a result of the Civil War.
2. Write 4 paragraphs in your own words in which you describe each flag. Explain the meaning of the symbols.
3. Make an illustration of each flag on 8" x 11" paper to accompany the paragraphs.
4. Arrange your paragraphs and illustrations on a large piece of construction paper. Title the project. Include documentation of where you found your information.
5. Present your project to the class. Read your paragraphs and allow students a chance to view the illustrations up close.
6. Prepare five questions about your presentation in a short quiz form.
7. Have your classmates take the quiz; discuss the answers.

• Your project will be evaluated on the following criteria:

Quality of the paragraph writing
Neatness of the illustrations
Organization and presentation of your project
Quality of the written quiz questions

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## A SIGN OF REBELLION #2

During the American Civil War, several new flags were created. The Northern soldiers waved a flag which was quite different from the Southern soldiers. Soldiers from specific states proudly carried flags which represented their homeland. However, the slaves had no organized banner which depicted their plight. Your challenge is to design a flag which depicts the struggles and emotions felt by the slaves. It may reflect concepts which relate to the Underground Railroad.

### INSTRUCTIONS:

1. Research flags which were used during the Civil War. Observe the use of colors and symbols. Notice that sometimes the simple ideas are more effective than busy, complex ones.

2. Draw a first draft of your flag on 8" x 11" white paper.

3. Write a paragraph describing the flag in detail and your reasons for the way it is designed.

4. Using inexpensive, plain fabric (an old sheet perhaps) create a life-size flag.

5. Use a stick or dowel to hang it. Display it in the classroom.

6. Give a class presentation about your flag. Explain your choice of symbols and colors.

• Your project will be evaluated on the following criteria:

Quality of the written work
Originality and neatness of the flag
Organization of the presentation and delivery style

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## WHO SAID THAT?

When we repeat exactly the words that someone else says, we are quoting that person. To show that we are writing a quotation, correct format and punctuation are necessary. Example: Mr. Jones said, "We are going to be studying a unit about slavery." The following activity will provide you practice in writing quotations as well as give you an opportunity to demonstrate knowledge about the slave era and the Underground Railroad.

## INSTRUCTIONS:

1. Write fifteen statements that a person might have said during the slave era. The speaker can be fictitious or real. Apply the rules for punctuation of a quote. Example: Francis Bright said, "I'll be glad to pay twenty dollars in reward money for the return of Negro Watt." The young slave girl shouted, "Don't hurt my Daddy!"

2. Do not always use the word "said". Try different words such as cried, moaned, shouted, screamed, declared, accused and threatened, etc. These words will add more emotion to the quotation.

3. Prepare a matching quiz for the class. Make a list of just the quotes without the speaker being indicated. Make a scrambled list of speakers.

4. Make copies of the activity and have the class complete the quiz. Go over the answers with the class.

• Your project will be evaluated on the following criteria:

The variety and quality of the quotes
Correct use of punctuation
The manner in which you presented the quiz to the class

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## POETRY CHALLENGE

Poetry is written in concise language. It creates images, but all poetry does not rhyme. The attached patterns served as model for poems. Try your hand at creating a booklet of poems which relate to slavery and/or the Underground Railroad.

### INSTRUCTIONS:

1. Using each pattern, write poems which carry the unit's theme.
2. Illustrate each poem.
3. Create a booklet of the poetry.
4. Make an attractive cover.
5. Share the booklet with your classmates.

• Your project will be evaluated on the following criteria:

Adherence to the patterns
Adherence to the theme
Neatness of the illustrations and booklet

## POETRY PATTERNS

1. Adjective (ing), adjective (ing), adjective (ing)
   Verb adverb (ly)
   Noun Verb, noun, verb
   Adjective, adjective noun
   Adjective, (ing), adjective (ing), adjective (ing)
   Noun action.

   Example:
   "Tornado"
   Blustering, blowing, whistling
   Building rapidly
   Tornado advances, cities crumble
   Unsuspecting, innocent people
   Wondering, questioning, experiencing
   Nature's anger.

2. Adjective adjective, noun
   Verb noun adverb (ly)
   Adjective noun, adjective noun
   Adverb (ly) noun verb

   Example:
   "Spring"
   Soft moist buds
   Opening petals slowly
   Cloud-speckled sky, radiant sun
   Quietly spring unfolds.

3. Adjective (ing). adjective (ing) noun
   Verb adverb
   Adjective, adjective noun
   Noun verb, noun verb
   Adjective (ing), adjective (ing) noun
   Noun verb

   Example:
   "The Calm Sea"

   Swishing, expanding surf
   Rushing watchfully
   Still, silent sea
   Crabs crawling, eels swimming
   Extending, rolling waves
   Tide speeds.

4. Using personification

   Adjective verb adjective (the) noun
   Adjective adjective noun verb adverb prep. phrase
   Adjective noun verb prep. phrase
   Adjective adjective noun verb adverb conjunction verb noun prep. phrase.

Example:

"Tree

Silent is the tree
Large transparent droplets hang heavily from each barren branch
The wind whistles through the icy branches
The giant tree stands alone and weeps pitch in its loneliness.

5. Personification

Adjective noun verb adverb (how) prep. phrase
Adjective noun verb adverb
Adjective pronoun verb adverb prep. phrase
Ending sentence (instruction to the reader).

Example:

"Popcorn"
The popcorn hiccuped contentedly in the warm pot
Small kernels nestled together
Each one bouncing happily to its own rhythm
Sh, Sh, don't disturb them.

6. Using a question

Adjective adjective noun verb adverb (ly)
Adjective noun verb prep. phrase
Adjective noun verb adverb (ly)
Verb (ing) verb (ing) verb (ing)
Question?
Noun verb, noun verb
Adjective adjective noun verb adverb (ly)
Adverb (ly) verb prep. phrase.

Example:

"Clouds"
Fluffy cumulus clouds float aimlessly
Vague images appear throughout the sky
Giant forms develop momentarily
Changing changing over changing
Are they really there or just in my imagination?
Animals leaping, soldiers marching
Great and famous heroes appearing briefly
Only to disappear without a word

7. _____ smells like _____
_____ looks like _____
_____ tastes like _____
_____ sounds like _____
_____ feels like _____

Example:

"Dentist"

A trip to the dentist smells like cloves
It looks like a torture chamber
It tastes like sour milk
It sounds like jack hammers
It feels like piercing needles into my gums.

## NEWSFLASH

Newspaper reporters write in a style which is clear and right to the point. In their articles, the reporters provide information which answers the following questions: who? what? where? when? and why? Assume that you are a newspaper reporter during the period of the Underground Railroad.

## INSTRUCTIONS

1. Write an article about a topic which relates to slavery or the Underground Railroad. Idea: Three runaway slaves have been captured.

2. Illustrate your article.

3. Make copies of your article, and distribute them to the class.

4. Read your article aloud while your classmates follow along.

5. Ask your classmates to locate the answers to the five lead questions.

- Your project will be evaluated upon the following criteria:

  Quality of the written work
  Neatness of the illustration
  Manner in which you did your presentation

## IT'S A PUZZLE

While studying this unit, you have learned many vocabulary words and names of people which are important to the understanding of the Underground Railroad. You now have the opportunity to demonstrate your knowledge of these words and to challenge your classmates' knowledge through the creation of a crossword puzzle.

## INSTRUCTIONS:

1. Select approximately twenty terms or important names from the unit.

2. Using a prepared grid, arrange the words in crossword puzzle fashion. Some words will work; others will have to be eliminated.

3. Write the clues for the down and across words. Write your clues in complete sentences and provide contest clues to help the reader figure out the answer.

4. Prepare an empty crossword puzzle grid supplying only the numbered boxes. Include the clues either on the same paper or another sheet depending upon how large you make your boxes. Title your puzzle.

5. Ask your teacher to make copies of the puzzle for your class.

6. Conduct the crossword puzzle game with your class. You might time the class. Conduct a discussion about correct answers. You might want to provide a small reward to the winning student.

• Your project will be evaluated on the following criteria:

Accuracy of the puzzle's content
Quality of the sentences
Accuracy in spelling
Manner in which you conduct the game with the class

## YOU ARE THERE

So many events in history need to be told. Pretend you were either an active participant or an interested spectator, and tell about the event as if you were really there when it happened.

## INSTRUCTIONS:

1. Select some event from the unit on the Underground Railroad which might be of particular interest to you and your audience.
2. Give your perspective of the event as if you were an actual witness or a participant.
3. Tell the event in the first person.
4. Organize ideas with an introduction, body and conclusion.
5. Describe the setting through the usage of sensory images.
6. Establish a mood for the listener/viewer.
7. Use direct eye contact to engage your listeners.
8. Vary your pace to "hook" the audience.
9. Demonstrate knowledge of the topic.
10. Use effective transitions such as *shortly afterward, before, around the corner, a little farther, in the distance, beyond, all of a sudden, before you know it, etc.*
11. Limit the speech to 5 minutes.

## THE INTERVIEW

Select someone from the unit on the Underground Railroad who might be willing to share his experiences from that period of time: slaves, a slave owner, Nat Turner, Harriet Tubman, lawmaker, etc. Interview him in order to understand his perspective on certain events.

## INSTRUCTIONS:

1. Decide the identity of the interviewer and interviewee.
2. Make a list of questions and answers to be used.
3. Share the lines and responsibilities equally with your partner.
4. Begin by introducing the situation and the participants.
5. State the purpose of the interview.
6. Organize the body and conclusion.
7. Ask questions which will demonstrate knowledge of the guest.
8. Limit the interview to 4-5 minutes.
9. Practice it several times with your partner.

## A RAP

If you are presenting a message to your peers about what you learned during the unit on the Underground Railroad, you might communicate through a rap. Using its upbeat rhythm and rhyme, you can deliver the message in a creative and entertaining way. Writing a rap is similar to writing poetry because you use easy flowing verses which have a definite beat and end rhyme.

Lines may be delivered solo or in unison, or lines can be broken up where half of a line is done in duet and the other half by one single speaker. A line may contain a work which required emphasis so the speaker delivers the line; however, the second speaker may join in to accentuate the particular word. Using a variety of delivery styles will make your rap more effective.

### TIPS FOR EFFECTIVE DELIVERY:

1. Try to keep the rhythm consistent. All participants need to stay synchronized.
2. Pause and pace to achieve the effect you desire.
3. Emphasize a line or a movement so that it builds and becomes more climatic than the one preceding it.
4. Use well-planned movement to create interest through animation, descriptive gestures, facial expressions and collaborative actions.
5. Work for crisp, clear pronunciation of your words with good articulation.
6. Organize the rap into a program with a theme from the Underground Railroad.
7. Memorize the assignment because note cards would detract.
8. Demonstrate knowledge of the subject.

## CAUGHT IN THE ACT

Imagine that you are a slave making your way north on the Underground Railroad. Suddenly, without warning, fugitive slave hunters trap you, bringing your flight for freedom to an end.

With a partner, write a dialogue convincing the hunter to set you free because of the dire consequences awaiting you at the hand of your owner.

## TIPS FOR WRITING EFFECTIVE DIALOGUE:

1. Decide upon the setting where the dialogue will occur.
2. Identify the characters.
3. Provide factual background information to set the scene for the listener.
4. Incorporate dialect to make the dialogue more realistic.
5. Include feelings to demonstrate your plight.
6. Provide a convincing argument on your behalf.
7. Write a conclusion, offering a realistic resolution to the conflict.
8. Allow the dialogue to define the character.
   Example: "Shut up!" Mr. Smity screamed. "Sit down and stop throwing those paper airplanes. I mean it this time!"
9. Identify the speaker as early as possible. Insert the tag line in the first natural break.
   Example: "I mean it, Harry," the coach said, "this is your last chance."
10. Expand the tag line occasionally to anchor your character to his physical world.
    Example: "I can't go on," Jack said, collapsing against a boulder. "I'm in too much pain."

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## LETTER TO THE EDITOR

Imagine that you are a plantation owner from Virginia in 1854. Write a letter to the editor of a local paper to defend your use of slaves.

### WRITING TIPS:

1. Brainstorm by listing advantages of using slaves to maintain a plantation.

2. Write a rough draft of your letter, keeping it brief, concise and clear.

3. Express your opinion and support it with reasons, facts and examples to convince the reader.

4. Present supportive evidence in order of importance.

   a. Choose the order of least important to most important if you want the last point to stick longer in the reader's mind.

   b. Select the most important to the least important if you want to grab the reader's attention at the beginning of the letter.

5. Use transitions to show the connection between the points: *also, first, second, besides, finally, another, moreover, for example, furthermore, similarly, in addition, more important, most important, to begin with, in conclusion.*

6. Use polite, reasonable language instead of words loaded with bias and emotion.

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## ON THE ROAD AGAIN

You have just completed your tenth journey into the South to help slaves escape to freedom along the Underground Railroad. Write a letter to one of your followers, describing strategies he should use to assist fugitives on his first trip north.

### WRITING TIPS:

1. List the steps necessary to complete the job well.
2. List any materials, tools, or supplies necessary to complete the trip.
3. Incorporate information which you learned from your reading of the Underground Railroad.
4. Arrange the steps in chronological order, using transitions such as *first, then, next, after, afterward, before, eventually, later, meanwhile, now, soon, etc.*
5. Use language appropriate for the audience and purpose.
6. Write a rough draft.
7. Reread the piece to see if the process is clearly explained.

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## ON LOCATION

Steven Spielberg has just asked you to produce a movie of the Civil War. Your task is to decide which scene from Delmarva's Underground Railroad should be included to depict the horrors of slavery. Write a description of the scene and explain why you selected it.

### Writing Tips:

1. Review information from the task on the Underground Railroad to gather helpful ideas.
2. Decide which scene would fit the purpose of your piece.
3. Take notes.
4. List many concrete details such as specific objects, places, or people.
5. List many sensory details, those appealing to the sense of sight, smell, sound, taste, or touch. Concentrate on other senses besides the sense of sight.
6. Decide what main impression you are trying to create, and choose details that support that impression.
7. Arrange the details in an order that seems logical. If appropriate, use spatial order and appropriate transitions such as *close by, beyond, around, farther, across, behind, in the distance, at the top, in the middle, lower, within, in the center, on the inside, etc.*
8. Use an occasional comparison of figurative language to describe something more vividly.
9. Use specific nouns and strong verbs.
10. Avoid overused modifiers such as *very, extremely, and really.*

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# Underground Railroad

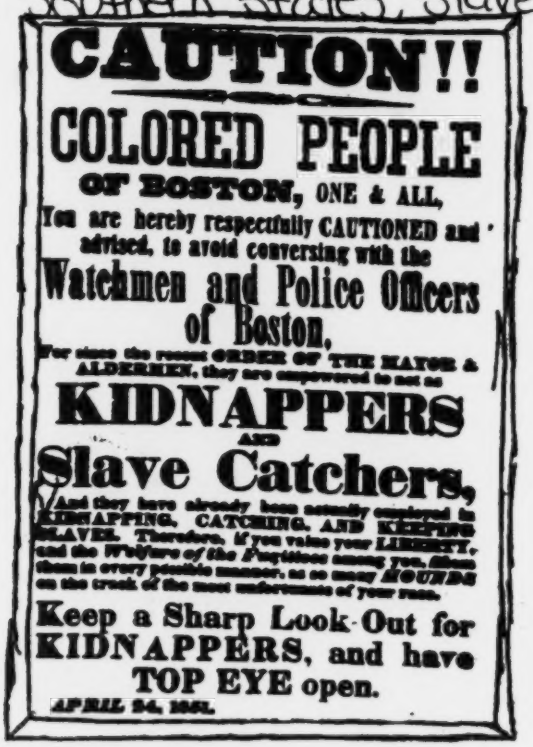
# Student Work and Scoring Commentary

Score Point One: Students drew only from the first few activities. Information presented in the later activities is absent. For this reason many important aspects of the historical account are missing. For example, there is no discussion of the changing laws regarding slavery. Documentary support is missing, and the two illustrations included are unrelated to the text and non-captioned. The total piece is underdeveloped and seems incomplete. Writing skills are inadequate for this grade level.

# "The Underground Rail Road"

Back in the 1850's there was much slavery. Out in the fields they picked cotton, washed clothes, & some where even prostetutes. Slaves couldn't stand slavery. Some lied and said they were too sick to work. Others well, they escaped or at least tried to. Slaves that weren't caught made it to the freelands. well, some did, others died. Slaves that escaped and were caught were either put to death or whipped.

Slave owners put up signs for a reward if you found their slaves, other times they went hunting for them. The slaves that were not found were supposedly to have had an underground escape route. The slave owners called that escape route "The Underground Railroad." The slaves didn't really have an underground railroad, they were just smart enough not to get smart. Some of the ways they escaped are: Boat, Foot, swim, horseback etc. The risks that the slaves took are death, & beatings. In all ~~Southern states~~, slavery was legal.



**CAUTION!!**

**COLORED PEOPLE**

**OF BOSTON, ONE & ALL,**

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers of Boston,**

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

**KIDNAPPERS AND Slave Catchers,**

And they have already been actively employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the Welfare of the Fugitives among you, elude them in every possible manner, as so many HOUNDS on the track of the most unfortunate of your race.

**Keep a Sharp Look-Out for KIDNAPPERS, and have TOP EYE open.**

APRIL 24, 1851.



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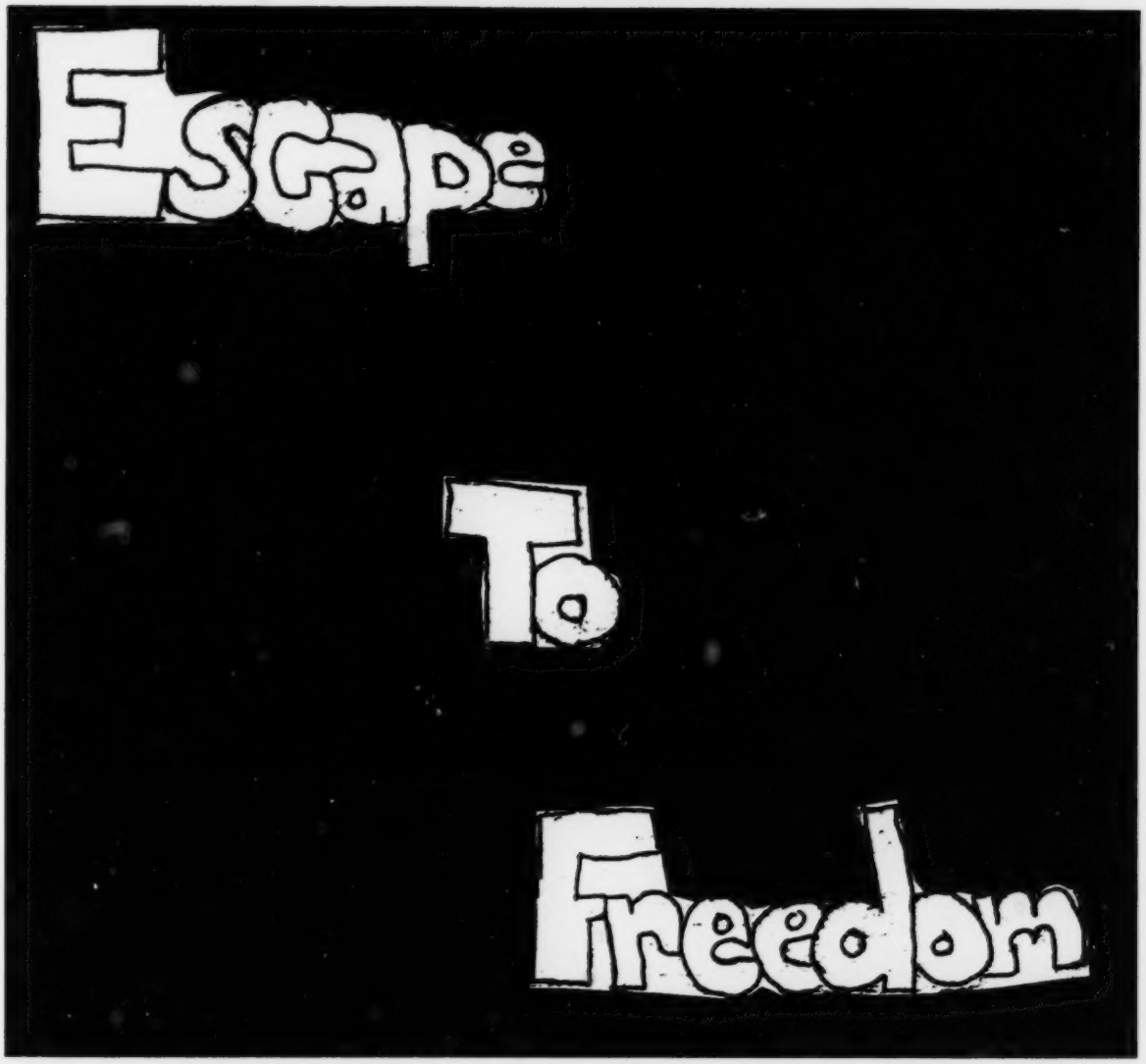



Score point Two: This creative presentation is illustrated with lively artwork, attractive, and inviting to the reader. However, the presentation of the history of the Underground Railroad is inaccurate in some details, and is often unsupported by evidence. The identification and placement of the excerpts detract from effectiveness of communication. The history lacks synthesis and analysis of the material. This piece needs better editing.

# SLAVERY

## AND THE FACTS OF THE Underground Railroad

Addtudes..... 1

Reactions ..... 2

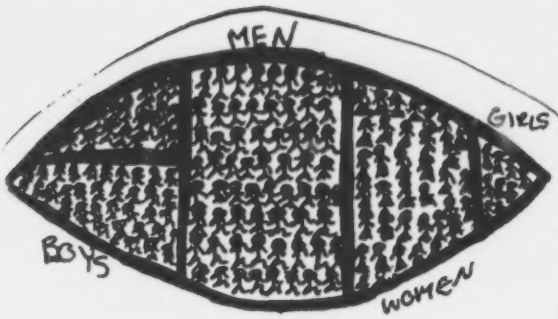
Events ..... 2

What was it really like..... 3

Runaways ..... 4

How do historians know..... 4,5,6

Timeline..... Appendix 1




First we'll go back to the beginning of our story. It all started in 1619 when the first slaves were captured from Africa and brought to America. From this point on the terrible bondage of these people spread like a festering disease.

**Attitudes**

The slaves despised slavery. They were badly treated and had little in life to enjoy. Most slaves would rather die than stay in this condition. They despised their master but were to fearful of what would happen if they were to rebel against them.

***" A day may come-it will come, if this prayer is heard- a terrible day of vengeance, when the master in his turn will cry in vain for mercy."***

***-Solomon Northrup***

The slaves would pray for a chance of freedom. If there was a possibility of escape they'd take it. They felt it was better to die by trying to be free then to remain in slavery.

Others though hate their master so much that they wished and hoped for their death.

But there were the special few slaves who were treated well and liked slavery. To find a slave in this condition though was not a easy task.

**Reactions**

Most slaves were to scared to react in a violent manner except a certain few. For the most part they would just runaway or take their beatings.

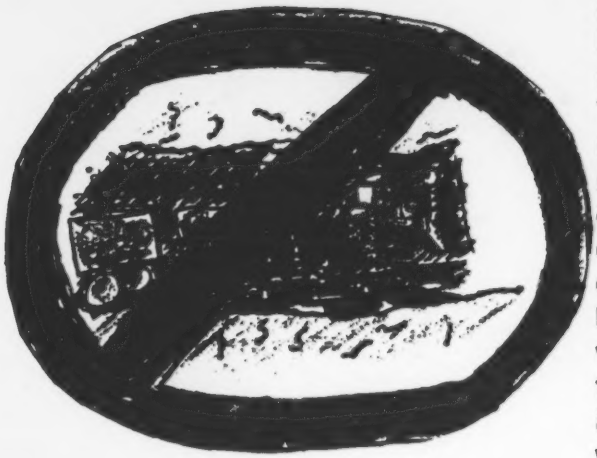
Slaves would often break and destroy things on purpose and make it seem unintentional. Also by not taking

pride in their work. Some women after breeding age would pretend to have pains and be ill in order to get out of their work.

Their were the few who reacted violently. These were people such as Nat Turner. In the year 1831 he and other slaves murdered fifty-nine white people. Later after a heated search most of the assailants were captured and sentence to death.

**Events**

In 1780 Pennsylvania passed a law that said that slavery should end slowly. The gave slaves a place to escape to and then head on to canada. Then in 1787 the First fugitive slave law was passed. THis law called for the escaped slaves to be returned. In 1793 congress passed the second Fugitive Slave law. This was because they realized that the law was too unspecific to do any good. IT was easy for slaves to get around it, and none of the white northerners followed it. By 1804 all the northern states above the Mason Dixon line declared slavery illegal. In 1808 the slave trade was abolished, which people hoped would cause a slow death of slavery. In 1831 two major events occurred. One was the American anti-slavery society was founded. This society helped slaves reach freedom later on in the 1840's. Also, in 1831, Nat Turner's rebellion occurred. This was the first occurrence in which slaves rebelled violently. It spread a feeling of hope through the slaves of one day revenging on their masters. However, in 1850 the third national fugitive slave law was passed, making it harder for slaves to escape without being returned. (See Appendix 1)



**What was it really like?**

Although many people have come to believe that the Underground Railroad was a railroad underground, it was not. The Underground Railroad got its name because of a foolish misconception by southern slave catchers. Once slaves disappeared so quickly, slave catchers thought there must have been an underground railroad in which they escaped on, because of the speedy way they disappeared into the night, when really they were just hiding and moving by night.

Today, most people think of the underground railroad as an easy way for slaves to flee. It was really a horrible, frightening experience in which they traveled by the dark of night. They would stop at "stations" -houses or hiding places provided by people who were against slavery. They would

4

usually be led by an escaped slave who knew the way, called a conductor. Harriet Tubman was a conductor. She led hundreds of slaves to freedom over a few years. She once had to hold a runaway at gunpoint to make sure he would stay with the group and not go back to tell the owners.

***"I never ran my train off the track and I never lost a passenger."***

***-Harriet Tubman***

**Runaways**

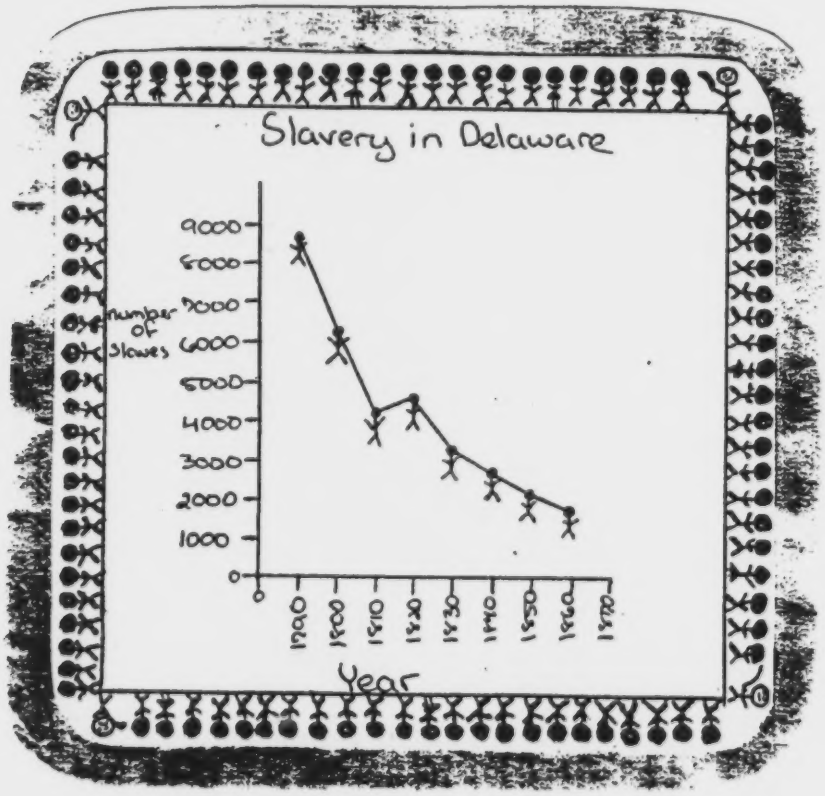
There were many risks for runaway slaves. They first had to find a way to escape while their masters weren't looking. Then they had to travel along the Underground Railroad in the middle of the night through the wilderness to freedom. They also had to worry about being caught. If they were caught they faced the consequences of being severely beaten, punished, or even death.

**How Do Historians Know?**

It is a known fact that the Underground Railroad did exist. However, little information is known about it. This is because none of the conductors or station managers recorded their operation, for fear that it may be found. They did not want slave catchers to find it because it would put themselves, and the slaves in danger of being found, punished and maybe even sentenced to death.

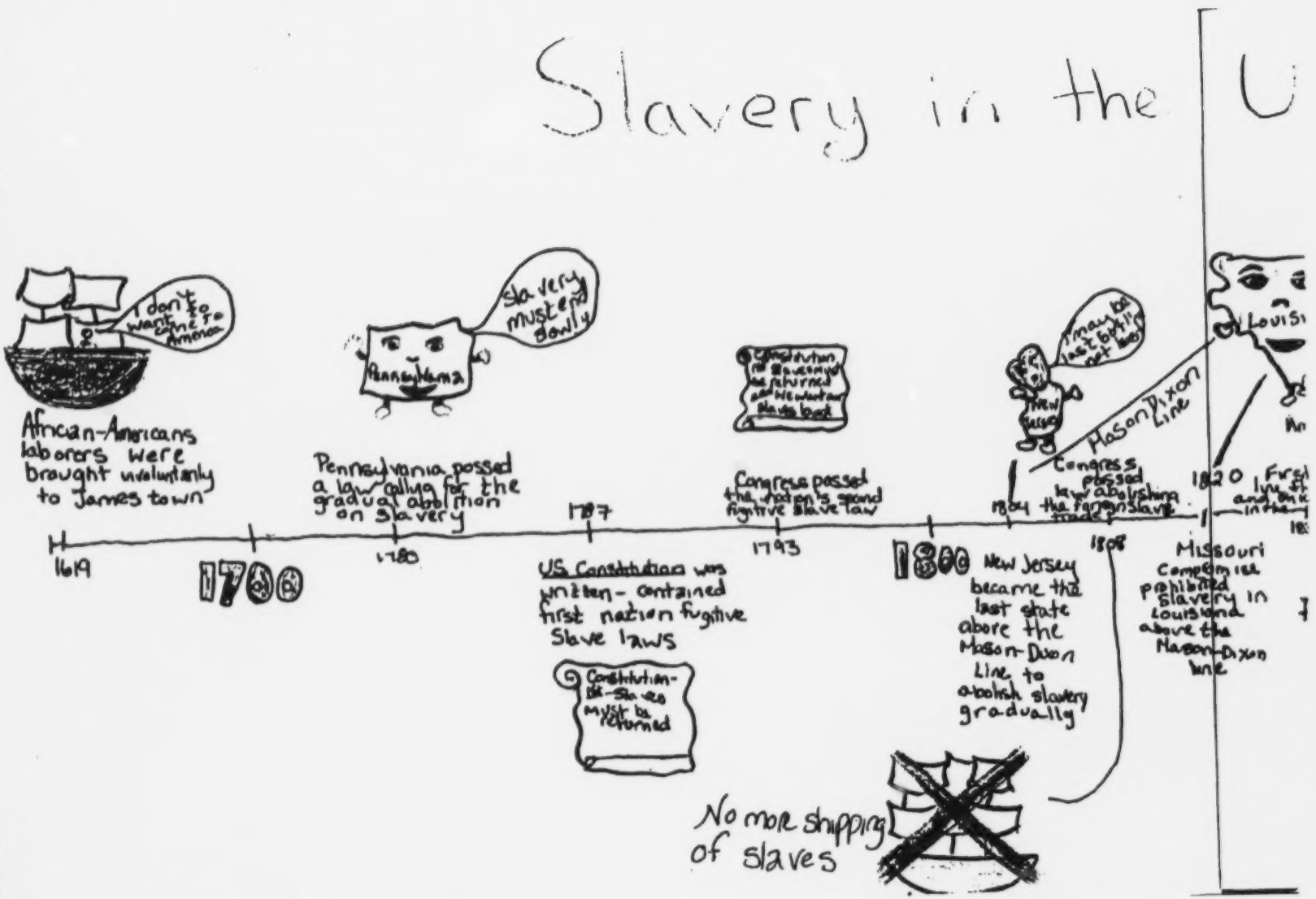
There is some information known that there was an Underground Railroad operating through Delaware because ofinformation Thomas Garret recorded, and by word of mouth that has been passed by slaves after the war.

The Underground Railroad was a very successful operation held in secrecy that benefitted many slaves by delivering them from the bondage of slavery into the hands of freedom.



6

Many traveled it's dark routes through the frightening night to their new lives in the light of freedom. It's conductors were some of the bravest men and women this nation has had. The Underground Railroad caused the conflict of the county to heighten, and tore it apart, even though it was one of the nobelist.


Slavery in the U
I don't to want come to America
African-Americans laborers were brought involuntarily to James town
Slavery must end slowly
Pennsylvania
Pennsylvania passed a law calling for the gradual abolition on slavery
1780
1787
Congress passed the nation's second fugitive slave law
1793
I may be last baptist not here
New Jersey
Mason Dixon Line
Congress passed law abolishing the foreign slave trade
1808
1820
Louisi
1619
1700
US Constitution was written - contained first nation fugitive slave laws
1800
New Jersey became the last state above the Mason-Dixon Line to abolish slavery gradually
Missouri compromise prohibited slavery in Louisiana above the Mason-Dixon line
No more shipping of slaves





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United States
No more slavery for me!
Louisiana
Mason Dixon Line
American Anti slavery society
slavery was founded
I don't believe the slaves did that
Constitution
Compromise of 1850 which contains the third rational fugitive law passed
We'll bring slavery back
Nebraska
Kansas
Kansas-Nebraska Act open the Louisiana Territory to the possibilty of slavery
OCH! I was born apart!
Civil war began
1820
First railroad
1830
Missouri Compromise
Nat Turners Rebellion
1831
Trial of Thomas Garret and John Hunn accured
1850
Unde Tom's Cabin was published
1852
1854
1857
Dred Scott Desicion determined that slaves were not free simply because they live in a free state
1861
1865
Thirteenth Amendment which abolished slavery in the United states was added to the constitution
13th - No more slavery

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# The History of the Underground Railroad

Score point Three: The students have successfully adopted the textbook format and have used organizers and other devices often used by publishers. A variety of historical documents and other pieces of evidence have been used and have become an integral part of the text. The timeline shows an ability to select important facts and to synthesize the materials. The central task was accomplished. There is still room for improvement, however. Some generalizations are overstated or remain unsupported. A more effective introduction and conclusion would have improved this text entry considerably.

# Underground

## Timeline

1619 Slaves brought to Jamestown

1780 Pennsylvania passes law for gradual abolition of slavery

1787 Constitution with first fugitive law is passed.

1793 Second fugitive slave law is passed

1808 Congress abolished foreign slave trade

1831 Nat Turner's Rebellion

1850 Third Fugitive Slave Law is passed

1861 Civil War begins

1865 Thirteenth Amendment is passed which abolishes slavery in the U.S.

Black slaves certainly didn't like being a slave, or knowing that they were about to become one. Some slaves did things that can be really hard to believe. Many would rather die than become a slave, for example, one African man refused to eat throughout his trip to America. The sailors would beat him with the cat, and when he was about to be thrown off the boat because he was thought useless, the captain tried to feed him one last time, but he "kept his teeth so fast it was impossible to get anything down".Josiah Henson wrote in his book Father Henson's story of his Life, "slavery did his best to make me wretched".

A great number of slaves escaped or organized a rebellion against their owners, like Nat Turner(Fig. 1) His uprising in Virginia was the cause of death of 59 white people.

Do you have any idea of what happened to the slaves that did escape? Well, throughout the history of America there were many Fugitive Slave Laws passed which regulated the future of the escaped slaves. The first of these laws was passed in 1787. This simply stated that if a slave did escape into a free state, he was not free, but he was to be returned to his owner. Many northerners complained that this was too harsh on the slaves, and finally in 1793 another Fugitive Slave Law was passed. This second law made it so that before the owner could bring the fugitive slave back to the plantation, he had to go to court and prove that the slave he claimed was really his. Finally, the Fugitive Slave Law of 1850 was passed. This last one imposed all kinds of fines on U.S. Marshalls that would not collaborate in capturing the alledged escaped slave. Well, I certainly wouldn't say that the slaves had an easy time getting away from their owners! Would you?

# Railroad

I'm sure you've wondered if the so-called Underground Railroad was really underground, or a railroad. Well, there have been many stories and theories on how the Underground Railroad got its name, and here's one of the most common ones. Once, a slave owner could not find his slave. He claimed that he had just "disappeared" into thin air; that he had gone into an underground road and stayed hidden there. It became common belief that all slaves used an underground road to escape north.

CURIOSITY CORNER
Did you know that.....
....white men created their own Underground Railroad during the Civil War to escape from prisons.

The underground railroad wasn't actually a railroad. It wasn't underground either! Most fugitive slaves left the plantation with only biscuits and water. In some cases their route of escape would be a railroad: slaves sometimes jumped on top of trains. Others ran through the woods from cabin to cabin, or swam along shore of a river. Some slaves ran away with their master's horses and there have even been cases where people have actually shipped themselves in a box, north. There were many risks they took in running away, such as the possibility of being killed, hunted down by dogs, and beaten by the overseer, who looked over the slaves. In some cases, the slaves also risked getting decapitated, getting your head cut off.

This list shows how the population of slaves decreased over time. Between the years of 1810 and 1820 the population increased because of the invention of the cotton gin(1793), which was a machine that made it easier to pull the seeds out of the cotton. The slave owner needed more slaves to pick the cotton. This cased the slave population in that area to grow. The reason that the population decreased over time was because of one of the laws passed, to gradually abolish slavery. This law stated that all slaves were to be released once they turned 25 years of age. Do you think this law was effective?

1790 - 8,887
1800 - 6,153
1810 - 4,177
1820 - 4,509
1830 - 3,292
1840 - 2,605
1850 - 2,290
1860 - 1,798

This map shows some stations in Delaware where Slaves stopped on their way north.

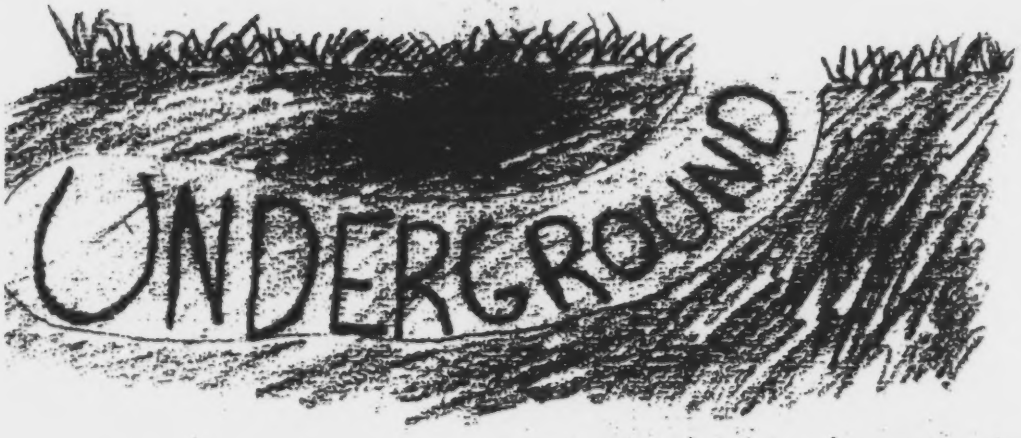
WHAT YOU LEARNED

1) Who was Nat Turner, and what did he try to accomplish?

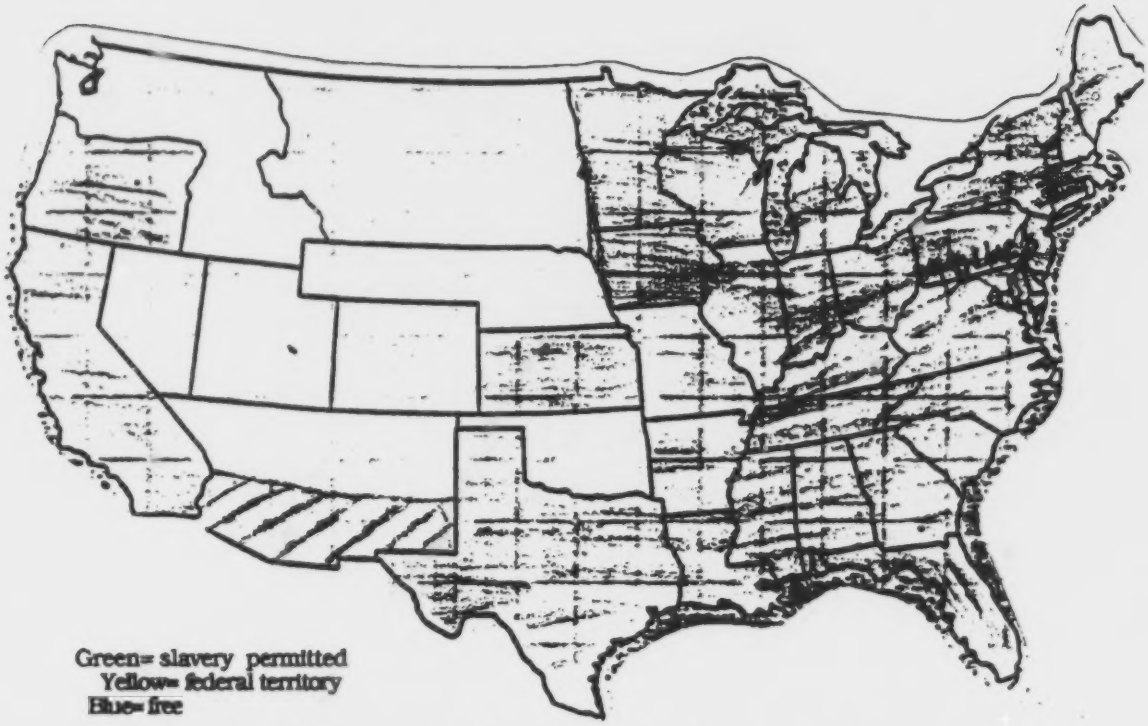
2) Describe the three Fugitive Laws and the difference between them.

3) What was the Underground Railroad really like? How did all this change your view of the Underground Railroad?

# THE



Score point Four: This textbook entry skillfully combines an accurate historical account of the Underground Railroad with definitions of key terms, synthesis of information from a variety of sources, and an analysis of the importance of this historical event. Although the writers chose not to describe the Underground Railroad itself and concentrated on other aspects, the facts were presented with support which was skillfully woven into the text. This piece is well-written from introduction to conclusion.



Green= slavery permitted
Yellow= federal territory
Blue= free

In 1831, a fugitive slave named Tice Davids crossed the Ohio River. His master followed him closely. Suddenly the fugitive disappeared. Tice's master later said it was as though Davids had boarded an "underground railroad". Soon the term "underground railroad" became common when speaking of fugitive slaves. The meaning had changed some, however.

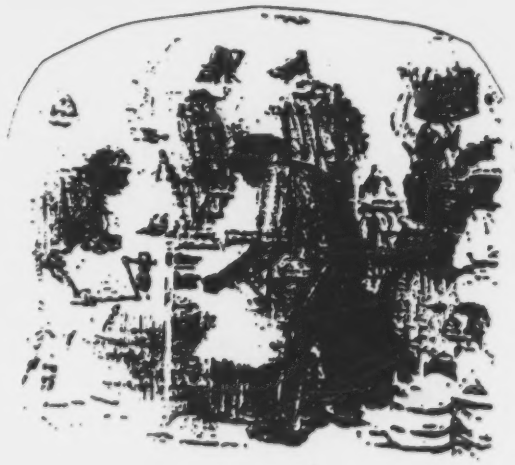
The Underground Railroad was actually a series of "stations" where escaping slaves could rest. It was a great chain, whose links were people and places and distances to be traveled.

Slavery was first brought to the Colonies in 1619. It grew rapidly. In 1790, there were over 8500 slaves in Delaware, and over a million in the deep south. The Founding Fathers tried to bring about a gradual end to slavery, but it didn't work. The invention of the cotton gin in 1793 increased the demand for slaves dramatically. Over the years, the North and South grew farther apart. Southerners began to see slavery as a "positive good" as opposed to a "necessary evil." but in the North, abolitionism became a national movement. This conflict was the one which created the Civil War... and the Underground Railroad. The plantation owners of the South created the passengers. Sympathetic Northerners helped them to freedom, becoming the Underground Railroad's first conductors.

Slavery had no benefits for those who were enslaved. Most slaves loathed their way of life. As one slave wrote:

*"Slavery did it's best to make me wretched...."*

Slaves reacted to slavery in many ways. They plotted rebellions and sabotaged their work.



The invention of the cotton Gin increased "need " for slaves.

BEST COPY AVAILABLE

One example of slave sabotage is this:

*"...Thus they break, waste, and destroy everything they handle: abuse horses and cattle, tear, burn, or rend their own clothing... They wander about at night, and keep in a half nodden state by day. They slight their work - cut up corn, cane, cotton, and tobacco, when hoeing it..."*

A few slaves accepted their master's dictates, such as this one:

*" I thought white folks made the stars, sun, and everything on earth. I knowed nothing but to be driven and beat all the time."*

But most slaves simply ran away, like the woman in this story.

*"...I heard a rap-bump! bump! on the door. I answered a-hollering! Then someone whispered, " Hush! Don't say nothing, but let me in!" I let her in. Lawd, that woman was out of breath and a-begging. "Can I stay here tonight?" I told her she could,... I knew she had run away and I was gonna do my part to help her... Next morning she stole out of there and I ain't never seen her again."*

The risks of running away were high. Slave owners would stop at nothing to regain their lost slaves. A fugitive slave might be shot or recaptured. Some slaves killed themselves rather than be retaken.

*"Slavery he hated with a perfect hatred. To die in the woods, live in a cave, or sacrifice himself in some way he was found to do rather than remain a slave... None but hearts of stone could have listened without emotion."*

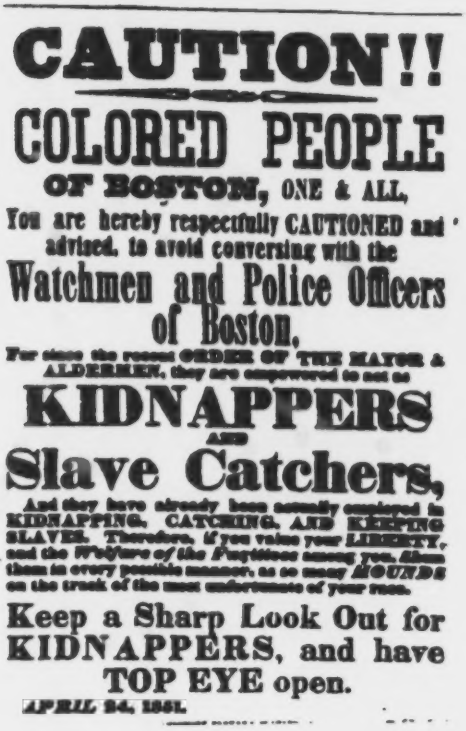
Slaves escaped from all over the Delmarva peninsula. They ran from farms in Elkton, Georgetown, and Seaford. Slaves fled north, through stations in Camden, Wilmington, and New Castle. They were heading for Pennsylvania. Delaware was the last "dangerous" stop on their route. Most 500 slaves continued north into Canada. Because of fugitive slave laws, only in Canada were they truly free.

Southerners, were very concerned about the number of escaping slaves. Their Congressmen passed three major "fugitive slave laws." The results of these laws were varied, but the most important was this: no one could shelter fugitive slaves. If they did, they had to pay a heavy fine. Plantation owners made their own laws regarding the conduct of their slaves One slave wrote, after the Civil War:

*"They [the slaves] used to run before they did it, 'cause they knew that if they struck a white man, there wasn't going to be a nigger. In them days, they run to keep from doing something. Nowadays, they do it and then they run."*

*We really don't know that much about the Underground Railroad. Because of the laws, many people were afraid to keep records. Perhap the best way to sum up the Underground Railroad and what it stood for is in a popular slave hymn.*

*"Free at last,*
*Free at last,*
*Thank God A-Mighty,*
*I'm free at last."*



**CAUTION!!**

**COLORED PEOPLE**

**OF BOSTON, ONE & ALL,**

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers of Boston,**

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

**KIDNAPPERS AND Slave Catchers,**

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the Welfare of the Fugitives among you, Alarm them in every possible manner, as so many HOUNDS on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.**

APRIL 24, 1851.

This is a poster warning the slaves and colored people against the fugitive slave law.

# Hurricane Preparedness in Delaware: Decisions Before Disaster

Grades 9 - 12

## Hurricane Preparedness in Delaware: Decisions Before Disaster

| | |
|---|---|
| Content Standard: | Geography Standard Two [Environment]: Students will develop a knowledge of the ways humans modify and respond to the natural environment. |
| Grade Level: | 9-12 |
| Theme: | Decisions made before nature rearranges the environment will not only save lives but lessen needless pain and suffering, especially during a potential hurricane in Delaware. |
| Summary of Tasks: | **For Task One,** students will survey the issue of the human costs of a hurricane, by 1) preparing a disaster plan/ budget for future purchase of six basic supplies for seven days of survival. They will also submit a (2) written report revealing the scope of their family disaster plan<br><br>**For Task Two,** students will write a persuasive business letter to a legislator outlining ideas for improving Delaware's preparedness for hurricane hazard. |
| Developed by: | Michael E. Brelick in dedication to his parents Michael and Chaunca Franklin Brelick who taught him to respect natural phenomena over which man has little, if any, control. |
| Reviewed by: | Maggie Legates and Steve Newton |
| Classtime required: | Eight 45 minute periods |

Materials and Equipment Needed:

1) 15 Delaware Tourist Maps to be shared by pairs of students
2) 15 Delaware Evacuation Route maps, part of the "How to Prepare For A Hurricane" brochure, to be shared by pairs of students
3) Classroom set of the Resource Packet for this task, including various photos, news clippings, and other materials. (Blackline master included)
4) Copies of Red Cross training videos entitled, "Winds of Destruction", "Family Disaster Plan", and "Weather: Calm to Catastrophe", available from the American Red Cross, Gilpin Ave., Wilmington, DE 19803
5) Homework and Classwork handouts (Blackline masters included)

This section includes:

- Task overview and visual organizer
- Pre-task teacher instructions
- Blackline masters for homework and classwork hand-outs
- Blackline masters for Resource Book
- Task Instructions for the teacher
- Student Task
- Scoring Rubrics
- Exemplary Answers

# Pre-task Teacher Directions

Each day of pre-task activity is planned around a commonly asked question or comment made to the Red Cross when people talk about hurricanes. The pre-task activities are designed to build student awareness of the danger posed by a hurricane or large coastal storm, and to help students evaluate personal and governmental responses to the threat. The resources included here are not exhaustive. Teachers and students may wish to investigate local materials, the attitudes and memories of fellow citizens, and conditions in other coastal areas in the U.S. and around the world. Teachers are encouraged to use as many of the pre-task activities included here as they feel appropriate to prepare students for the task. Additional lessons may be used to relate this task to science, literature, or mathematics instruction.

## Day One:

**Question: "Are evacuation routes adequate if it becomes necessary to leave Delaware during a hurricane?"**

- Students should work in pairs to examine maps. Distribute only the Delaware Tourist map at first. Allow students to use this map to find the answers to the questions on the Classwork Handout " One". Allow 15-20 minutes.

- Permit students to keep the Delaware Tourist map on their desk for the next phase of the activity. (Begin this phase only if 20 minutes remain in the period.)
  Distribute copies of the Classwork Handout " Hurricane Preparedness in Delaware, Part Two" Allow about 20 minutes for students to complete this. Debrief.

- For homework, assign the reading of two news articles, "Delaware ready if Hurricane Hits: Disaster Agencies Continuously Prepare for the Worst", by Phil Milford and "Flooded Delaware 54 raises Questions," by Jeff Montgomery. A set of questions to accompany these articles may be assigned as well. (See Hand-out One Blackline Master)

**Handout One: Questions to Accompany Article "Delaware Ready if Hurricane Hits" by Phil Milford**

1) What is the theme of this newspaper article that appeared in the Sunday News-Journal, September 13, 1992? *Hurricane Andrew's winds exceeded all building code specifications.*

2) What other type of disaster is mentioned in this article which could cause an evacuation similar to one caused by an approaching hurricane? *A nuclear accident.*

3) Why do the experts feel that the chances of Delaware receiving a category 4 or 5 storm are remote? *Water temperatures in the ocean need to be 82 degrees Fahrenheit or warmer to support a category 4 or 5 storm. Water temperatures here are cooler.*

4) What hurricane killed the most people on the Delmarva Peninsula when it hit the region with 98 mph gusts? Hurricane Hazel in 1954.

## Day Two:

**Question: "Why should I, or anyone worry about a hurricane coming to Delaware?"**

- Based on the information provided by yesterday's map exercise and last evening's readings, ask the students to compose a 100-200 word essay responding to the above question. Allow about 20 minutes for this activity. Collect. This essay will be improved in a later phase of the task. The teacher should return the essay to the student on Day 4.

- Distribute Resource Packet and allow students time to review photos, speculate on locations of various shots, and scan articles. Collect resource packets and redistribute on Day 3.

## Day Three:

Begin the class with this mindset question: **If a cubic yard of water weighs 1700 pounds, consider the damage it could do when moving at a some rate of speed.**

1) Ask the students to examine the photographs from the '62 storm and speculate on the speed of the waves which did this damage.

2) Have students compare topographical maps of Florida and Delaware. They should notice that the two states have similar elevations. On the east coast of the U.S., only Florida has a lower elevation profile than Delaware. Students should discuss the implications of coastal storms for low-lying areas.

3) Reviewing the evidence: students should read the articles in the resource packet. A series of questions to aid in comprehension and analysis of the material are provided and may be assigned as the teacher feels appropriate.

**Handout Two Answer Key**
**Handout Two: Hurricane Preparedness in Delaware : Decisions Before Disaster**
**Part One**

1. How would you find out if a hurricane is coming? What would be the best source of regularly updated information about the storm? *Listen to radio or view TV- list local stations*

2. What could you do if a hurricane was heading up the Delaware River toward your home? List your options. *Student should choose a direction which is appropriate, or designate a shelter.*

3. If state officials advised evacuation, what belongings would you take with you? What necessities would you take? List them. *Some possible items: Clothing, food, clean water, sleeping bag, flashlight, portable radio, small valuables, important papers, pets, pet food, can opener, toilet tissue, money.*

4. How would you secure and protect your home before leaving? *Tape windows with duct tape or 3/4 inch plywood secured with wood wedges.*

5. Using the Delaware tourist map, decide where you would go. Consider the direction of the storm as described in question 2.

6. Locate your school and your home on the map.

7. Which routes would you use to get from your home to the safe place you picked? List them in sequence. Then find a second way of going, and list the routes.

8. Suppose hurricane warnings arrived too late and you did not have time to evacuate. What things could you do to ensure your safety during the hurricane? *Have food and water on hand- two weeks supply. If taking shelter in a basement with a sump pump- reconsider.*

9. Perhaps you are vacationing in Fenwick Island, DE, when you hear of a hurricane's approach. To where would you evacuate, and what routes would you use? *Route 54 seems most likely- but is this a good choice?*

10. What everyday household conveniences might you lose because of a hurricane? How could you prepare in advance to deal with the losses? *We would lose the use of the refrigerator, stove, microwave, and oven. Water pumps and sump pumps will not work. Home lighting, radios, TV, clocks, can openers, and heaters which use electricity would be useless. Gasoline pumps depend on electricity, so the car gas tank should be filled.*

**Handout Two Answer Key**
**Handout Two: Hurricane Preparedness in Delaware : Decisions Before Disaster**
**Part Two**

Using the state information sheet/map and your answers to part one, complete the following questions:

1. Do the evacuation routes (2) you've chosen match the primary routes designated by the state? Why might primary routes not be the best way to get to safety? *These are chosen most frequently, but may have too much traffic.*

2. Is your school in danger of flooding? If so, in what category of hurricane? Might your home be flooded? Which category would cause this? *Answers vary.*

3. Check your evacuation routes. Are they subject to flooding? If so, try to find a way that isn't in danger of high water and list it. *Evacuation routes from the Delaware beaches are subject to flooding, Delaware 54 is 2" under water in common summer storms.*

4. Most of the flood -risk areas on the state hurricane map appear to the south of the Chesapeake and Delaware Canal. Why do you think this is so? *Lower elevations. However, heavy rains accompanying a hurricane could trigger flash flooding in New Castle County.*

5. Why does the state recommend that you not use the telephone to get hurricane information when a storm is coming? *This will avoid overloading circuits so that important calls can get through.*

6. Pick a radio station to monitor for hurricane information from the Emergency Broadcast System list, and remember it. Which station did you choose?

7. Do you have a battery-powered radio in your household?

8. List two things that you did not think of when listing the items you would take with you if you needed to evacuate.

## Day Four and Five:

**Comment: "It's Too Expensive to Prepare for Disasters."**

In this activity the students will be asked to calculate the cost of personal preparedness for emergencies, and then consider the **real tradeoffs** involved. Students may work as individuals or in groups. Using various resources which you may choose to provide in the classroom or have students locate on their own, the students are asked to determine the costs of emergency equipment, provisions, and supplies.

First, have students read and discuss the list of items they will need to price. If groups are working together, they should calculate all prices for a family of 4-6. Students may be permitted to pool resources. For example, if one student owns a sleeping bag and another has a Walkman, these could be considered as items on hand, and the group would not have to add their purchase price to the expense list. Encourage the groups to be clear and specific about the items they will purchase, and to use actual retail prices rather than estimates of cost. All calculations should be accurate.

**Class Discussion:**

Begin by debriefing the students on what they have discovered about the costs of emergency supplies. The cost of all the items listed may be quite high especially if all items listed had to be purchased. This is the opportunity to discuss the costs of preparedness against the potential costs of being without important items when they are needed. What are the costs of being without light, heat, or food? Are there some ways that families can be prepared and still be kind to their budget?

Ask them to share family stories of survival techniques used to endure disasters. Some may remember news stories detailing the challenges met by survivors of hurricanes in other states, or in other disaster situations. Ask students to identify appropriate individual responses, and also to discuss the role of organizations, governmental agencies, and cooperative groups of citizens in coping with disruptions of daily life.

Alternative: You may wish to use "Winds of Disaster", a Red Cross Training Video. Have students watch and listen to disaster survivors. Do survivors ever get over the experience?

**Pre-task Learning Activity 3**
**Sample Emergency Menus**

**Breakfast (each day)**

Canned juice
Cereal
Canned or powdered milk

**Lunches**

day 1: vegetable beef soup
crackers
jelly bread

day2: ham spread on bread (always keep a loaf or two of bread in freezer)

day 3: cream of asparagus or celery soup
crackers

day 4: peanut butter and jelly or peanut butter and honey sandwiches

day 5: soup made from individual envelopes of instant mix

day 6: corned beef hash/ bread

day 7: canned macaroni and cheese

**Suppers**

day 1: Tuna noodle
canned beans
fruit cocktail

day 2: Vienna sausages
baked beans

day 3: Ravioli
canned fruit
canned vegetable

day 4: canned chicken chow mein
dried noodles
cranberry sauce

day 5: Dinty Moore beef stew
bread and jelly

day 6: canned spaghetti

day 7: canned chili con carne
canned fruit

## Handout Three: "It's Too Expensive To Prepare for Disasters"

First let's determine the cost of following the recommendations of the Red Cross. Using price lists, information gained from visits to local stores, etc., list the cost of each of these recommendations.

1.) A first aid kit for a family of 4-6 persons. See Red Cross brochure "Your family Disaster Supplies Kit" which has suggestions for building a first aid kit.

2) A battery-powered radio (if you do not already own a box or Walkman).

3) Extra sets of batteries for the above radio and flashlights. Count the batteries in your box or Walkman and the number of flashlights your family owns. (If you have no flashlight, add the cost of one or two, as they are an important part of the kit.)

4) Bottled water - If purchased, one gallon jug a day is needed per person in your family. If you move quickly before the storm arrives you can fill containers and your cleaned and sanitized bathtub. (Tip: Check your bathtub to be certain it will hold water before filling it. In a pinch you can use the water in your hot water heater to supplement your water supply.)

5) Enough canned goods for a family of 4-6 for 5-7 days. Take the sample menu provided (or develop your own) to a local grocery store. Price the items without taking the items off the shelves by totaling the cost with your calculator.

6) Measure windows of your house to find out how much plywood it would take top cover the glass in them. Convert your measurements to square feet. Then divide by 32 square feet (the size of a 4x8 sheet of plywood) to see how many sheets of plywood you would need to cover all the windows. Now, multiply this figure by the cost of a single sheet of plywood (3/4" thick).

7. Consider the methods you will use to dispose of garbage and human wastes. Will you need a camper's version of a port-a potty? If so, check a camping catalogue or the nearest camping outfitter. Then find the chemicals it uses and price them as well.

8. Emergency lighting, heaters, and stoves need to be priced. Plan on being without electricity for 7 days or until you can get to a shelter.

9. Sleeping bags, ground cloths, air mattresses, and/or cots if you do not have them on hand. It is important that you sleep well to help you make the correct decisions while under so much stress.

## Day Six through Day Eight

**Question: "Is there anything I can do to ease the pain and suffering of a disaster?"**

On day six the students will begin to work on the performance tasks or projects which will pull together all that they have learned in this unit. During the pre-task activities the teacher may have been involved in coaching and directing student efforts and providing corrective feedback, but during the task phase students should work independently. The teacher's role is to be certain that each student understands the directions and expectations, and has the resources needed for success. After the task is complete, the teacher will use the rubric to score the student's performance and provide feedback. The results of the assessment task will be useful to the teacher and the student in planning further instruction.

**Task One** calls for students to work outside the classroom to formulate a plan for disaster readiness and to begin to implement that plan. To begin the task, provide each student with a copy of the task instructions and a copy of the scoring rubric. Copies of the Red Cross brochures, training materials, and all other resources should be available to the students. The teacher should set a reasonable due date for this project, probably allowing a week for the completion of the written reports. (If a student wishes to enroll in First-Aid or CPR training, the teacher may wish to extend the due date to allow for completion of the course.) During the time when task one is being completed outside of class, the teacher may elect to have students work on Task Two during class periods.

**Task Two** calls for students to evaluate the current situation in Delaware and discuss how Delaware could better prepare for the threat of a major hurricane. The student is asked to propose improvements by writing a letter to a legislator or other appropriate official describing the proposed improvement, explaining why the proposed improvement should be adopted, and discussing possible costs and probable benefits of the plan. Again, students should have access to all the materials which have been provided during the unit. These materials may provide needed support for their proposals. Students should receive a copy of the scoring rubric before beginning the task. Examples of student work may also be shared with students to help them understand expectations.

It is important that students use effective communication skills in responding to the tasks. A first rough draft should be generated and refined. Students should be encouraged to revise and edit the work. The final draft should be evaluated using the rubric.

# Student Task Booklet

## Task One

You have learned about the dangers of hurricanes and other disasters and you have learned something about how individuals and groups respond to disasters. Now it is time to put your knowledge to work. The first thing you can do is to prepare **yourself and your family** for an emergency. Your efforts will be evaluated according to the scoring rubric provided by your teacher. Your work could also be of great benefit to your family.

**To complete this task you must:**

- **submit a written report on your family plan for disaster preparedness**
- **accomplish at least two of the five jobs listed which will help you become personally prepared, and document your efforts. (Read scoring rubric for details.)**

### Part One: Family Disaster Plan

**Provide a written report as evidence that you have met with your family to:**

1) Discuss the types of disasters that could occur in addition to a hurricane.

2) Explain how to prepare and respond in case of an emergency.

3) Discuss what you would do if you were advised to evacuate.

4) Practice preparing for various emergency situations.

5) Formulate a plan so that your family can stay in contact if separated in a disaster. Choose two meeting places: a) a location a safe distance from your home where you all will meet in case of fire. b) a place outside your neighborhood where you will meet if you cannot return home. Lastly, choose an out-of -state relative or friend as a check-in contact for everyone to call in case of a major disruption in communications. *[excerpted from Federal Emergency Management Agency/ American Red Cross brochure "Your Family Disaster Supplies Kit"]*

### Part Two: Preparing Yourself

Submit written proof that you have completed at least two of the following jobs, all designed to help you become prepared to cope with an emergency situation. (To receive a score of 6 -Exceeds the standards, you must complete all five jobs.)

**Job 1:** Post emergency telephone numbers near every phone in your home.
**Job 2:** Demonstrate to responsible family members how and when to shut off water, gas, and electricity at main switches.
**Job 3:** Help install a smoke detector at each level of your home, especially near bedrooms. If your home is already equipped with detectors, test each one and change batteries if needed. (Usually a good idea to schedule at the same time clocks are turned forward or back in spring or fall.)
**Job 4:** Contact your local fire department to learn about home fire hazards and how to correct or avoid them.
**Job 5:** Learn First Aid and / or CPR. Contact your local American Red Cross chapter to find out where training is available.

## Task Two: A Hurricane Here? How Can We Be Prepared?

You have learned a great deal about the danger posed by hurricanes and coastal storms in Delaware. Considering what you have learned, do you think Delawareans have done all that they can do to prepare for a major storm? What specific things should be done to make the people of the state safer if a hurricane should come? Are there steps which could be taken to reduce damage to homes, property, natural areas, and recreational facilities?

To accomplish task two follow these steps:

1) Describe the situation as you see it in Delaware today. Are residents and officials ready for a major coastal storm? What are the dangers? What precautions and plans are already in place?

2) Decide what steps should be taken to improve the readiness level of our state. Be as specific as you can. You may have several recommendations.

3) Use your answers to parts one and two to help you compose a persuasive letter to a legislator or to an appropriate government official who has responsibility for emergency preparedness. In your letter, describe the present situation, outline your recommendations for improvement, and support your position with facts. Your letter must use the business letter format, and should be limited to one page. Before you begin, review the scoring rubric provided so that you will know how your work will be evaluated.

## Scoring Rubric for Task One

### Demonstrated Competence

**For Six Points:** Response is exemplary. The written report is clear, concise, coherent, and well-organized. The report contains all required elements of preparation for disaster planning. Two or more of the five jobs have been completed. Written proof consists of photocopies of documents, notes from parents, pictures taken while jobs were taking place. It exceeds the standard by containing a price list of the six basic supplies the student's family is budgeting to purchase. Or, it may contain photographs of the equipment already acquired and ready to use. Or, it may contain copies of the receipts of food that has been purchased.

**For Five Points:** The response is clear, coherent, and organized. The report contains all the required elements for disaster planning. Two or more of the jobs have been completed.

### Satisfactory Response

**For Four Points:** The response is clear, coherent, and organized, but missing one of the five components for disaster planning. Two jobs have been completed.

**For Three Points:** The response may lack one of the following: clarity, cohesiveness, or organization. It may be missing two of the five components of disaster planning. Two jobs have been completed.

### Inadequate Response

**For Two Points:** The written report is haphazard. Only two of the five components are discussed, possibly indicating lack of interest on the student's part or lack of family support. Only one of the five jobs has been completed.

**For One Point:** An attempt to complete the report has been made although it is not readable or organized. Only one of the five jobs has been completed.

**For Zero Points:** Nothing has been received for this assignment.

## Scoring Rubric for Task Two:

### Demonstrated Competence:

For Six Points : Clearly and accurately assesses the state of hurricane threat and preparedness in Delaware.
Describes recommendations for improvement.
Contains a logical and pronounced call to action; likely to provoke a response from the official.
Legibly written in business letter format.
Adheres to limit on length.

For Five Points: Describes and assesses the state of hurricane threat and readiness in Delaware.
Outlines at least one proposal to improve preparedness.
Supports above using data, but less extensively.
Legibly written in business letter format.
Contains a logical and pronounces call to action; likely to provoke a response.
Adheres to limit on length.

### Satisfactory Response:

For Four Points: Describes and assesses the state of hurricane threat or readiness.
Outlines at least one proposal to improve preparedness.
Uses limited data to support proposals.
Legibly written in business letter format.
Call to action is subtle.
Exceeds length limit.

For Three Points: Either describes the storm threat or the state of current preparedness.
Proposes an improvement for storm preparedness.
Supports position with only the barest facts.
Subtle call to action.
Legibly written, but in need of better editing.
Uses business letter format.
Exceeds length limit.

### Unsatisfactory Response:

For Two Points: Lacks organization.
May contain mixed-up facts.
Fails to make a clear proposal for action.
Poorly written, uses a single paragraph.
Exceeds or fails to meet length limit.
LETTER WILL NOT BE MAILED.

For One Point: Is too difficult to decipher to learn whether or not the student has learned any information about hurricane preparedness.
LETTER WILL NOT BE MAILED.

For Zero Points: Was not received for grading.

## Handout One : Questions to Accompany Article "Delaware Ready if Hurricane Hits" by Phil Milford

1) What is the theme of this newspaper article that appeared in the Sunday News-Journal, September 13, 1992?

2) What other type of disaster is mentioned in this article which could cause an evacuation similar to one caused by an approaching hurricane?

3) Why do the experts feel that the chances of Delaware receiving a category 4 or 5 storm are remote?

4) What hurricane killed the most people on the Delmarva Peninsula when it hit the region with 98 mph gusts?

Day 1
Handout - Homework



# Del. ready if hurricane hits

## Disaster agencies continuously prepare for the worst

By PHIL MILFORD
Staff reporter

DELAWARE CITY — Are state agencies prepared to handle such disasters as Hurricane Andrew, which ripped through South Florida last month, or the 160 mph Iniki that slammed into the Hawaiian islands Friday?

Officials said they are ready, based on experience with other threats and ongoing plans for major emergencies.

But there are some reservations, considering the potential power of such devastating storms:

■ "If a hurricane hit the Chesapeake or Delaware bays, we'd have a serious problem," said Herm Bruce, senior planner and public information officer for the state Division of Emergency Planning & Operations.

■ "We've never had a hurricane of the magnitude of Andrew, so obviously there's a question about our ability to handle that. But people have become more aware," said Richard Steiman, a spokesman for the state Division of Public Health.

■ If Delaware was hit by sustained winds of up to 165 mph, "We couldn't stand it any more than they did" in South Florida, said Valerie Talhman, director of emergency services for the Delaware chapter of the American Red Cross.

■ "We have a building code designed for normal circumstances," said Wilmington architect Charles Weymouth. "But if they ask me, 'Can you design a code to meet the exceptional?' I'd have to say 'No.'"

**In coastal Sussex County, "generally, the engineers design to 110 mph as a standard, and usually exceed that."**

DENY PRIDGEON
Thompson Architects Inc.

■ "Nobody's designing them [buildings] for 165 mph winds, for when the 'big one' comes," said David J. Biloon, chief of development and licensing for New Castle County.

Weymouth, who saw the 137-mph winds of Hurricane Emily ravage Bermuda in 1987, said the Delaware coast would probably fare poorly in a major hurricane.

Among homes newly built in the Rehoboth Beach area "in the early '70s to the early '90s, a lot of those houses would go," said Weymouth. "But if they were built in the '30s, '40s, to the mid-'50s," with stronger materials and foundations, " I think you would still see a lot standing."

In Dade County, Fla., building codes require that structures be able to withstand 120-mph winds. But many wood-frame houses were leveled by the hurricane anyway, although some older cinderblock houses survived nature's full fury.

In coastal Sussex County, "generally, the engineers design to 110 mph as a standard, and usually exceed that," said Deny Pridgeon, project coordinator for Thompson Architects Inc. of Lewes.

He said new beach homes usually include "hurricane clips, little pieces of metal strategically placed that tie all the structure to the foundation," mostly built on pilings.

In northern Delaware, not quite as vulnerable to Atlantic storms, Weymouth said houses are usually designed to withstand winds of up to 90 mph.

Biloon said New Castle County lies in a "corridor" designated by the Building Officials & Code Ad-

See HURRICANE — B8

FROM PAGE B1

ministrators 1990 national building code as the "70 to 80 mph zone" for basic residential construction.

But he said design strength also "depends on the type of structure, height of the building" and other variables. A hospital, communications facility, power station, or building used as a shelter for hurricanes might be designed to withstand at least 7 percent stronger winds, he said.

Preliminary reports show that when Andrew made landfall near Miami Aug. 24, it demolished 85,000 homes and left up to 250,000 people homeless.

### Planning and preparation

Emergency Planning and Operations Division employees work full time in a bomb-proof bunker near Delaware City to consider how to deal with just such threats, said Bruce.

Last year, dozens of planners from agencies across the state met at Dover Air Force Base for a conference titled, "In the Calm Before the Storm: Preparing Delaware for Hurricanes."

In a proclamation by Gov. Castle observing Hurricane Preparedness Week during the conference, officials noted, "there are many measures that communities and citizens can take to help reduce death, injury or damage from hurricanes and coastal flooding."

A major measure, according to Bruce, is evacuation, which has was done in Delaware for Hurricane Gloria in 1985.

That storm roared up the Atlantic Coast, bypassed Delaware and slammed into Long Island.

"Gloria was coming, and Gov. Castle spent over an hour here looking at our hurricane tracking. We encouraged him to seriously consider a limited state of emergency," Bruce said.

"He left here that evening, and within two hours he had in fact declared it," he said.

As the storm approached, "We evacuated and sheltered over 10,000 Delaware citizens - more than 6,000 from Sussex County," Bruce said.

"One of the things about hurricanes," Bruce added, "is that we have plenty of time potential for being able to warn people."

"We have a terrific team of 35 to 40 organizations [including] people from the volunteer fire companies, the Red Cross, the Salvation Army, Public Health, DNREC [the state Department of Natural Resources and Environmental Control]."

"SOCIAL STUDIES IN NEW DIRECTIONS"
Saturday, October 16, 1993, Smyrna High School

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9-12 Hurricane
Sunday News Journal, September 13, 1992

E-14 Article

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# **Hurricane:** Preparing for the worst

**Federal disaster mandates**

Delaware's level of preparedness stems from federal mandates to plan for nuclear power plant accidents at Artificial Island in the Delaware River near Salem, N.J., Bruce said.

The three nuclear generators there are operated by Public Service Electric & Gas Co.

"PSE&G is tested every two years by the federal government. Up to 40 evaluators from the Federal Emergency Management Agency, the Environmental Protection Agency, the Nuclear Regulatory Commission come here and we go through a scenario for a nuclear accident," said Bruce.

Emergency agencies used for hurricane disaster work "are the same people who would be called upon to make sure Delaware citizens would be protected in case of a Three Mile Island type of incident," said Bruce. "If there was radiological contamination, we would have to know what to do. Part of this is evacuation and sheltering."

Because of the benefit of ongoing training, "we're lucky the plant is over there," said Bruce. He said PSE&G provides $400,000 a year to the state, and FEMA kicks in an equal amount.

Available to work with Bruce's agency are more than 3,000 members of the Delaware National Guard.

Two weeks ago, some of the Air Guard's eight C-130 cargo planes flew relief supplies to Florida to help the victims of Hurricane Andrew, said Chief Warrant Officer Terre Cochran, public information officer.

In addition to the four-engine aircraft, the Army Guard has 38 UH1H "Huey" helicopters based at New Castle County Airport and available for emergency missions. The guard also has a statewide emergency communications network, trucks, amphibious vehicles, mess facilities and billeting and medical units.

Florida officials have suggested that in the hours just after a hurricane, the military should be in charge of reducing chaos and organizing relief efforts. Bruce agrees, and said that National Guard units and Army reservists are part of the state team.

**Learning from Andrew**

At the Public Health division, Steiman said, "I think it's fair to say we'll be reviewing our plans" because of the Florida hurricane.

If such a storm hit Delaware, Steiman said, his department would be checking shelters for health problems such as contaminated water. Public Health doctors, nurses and epidemiologists would do continuous tests to make sure diseases didn't crop up or reach epidemic proportions during the recovery period.

Schools in Sussex, Kent and New Castle counties are already designated as shelters, based on Army Corps of Engineers estimates of their sturdiness, glass content and ability to withstand wind and flooding caused by characteristic storm surges.

The Red Cross hopes a hurricane never gets to Delaware. "I'd hate to see something [like Hurricane Andrew] hit Rehoboth on a Friday night or Saturday in the middle of the season," Tallman said.

"They say that by the time a hurricane gets up north in colder waters, we could never get a Category 4 or 5 storm . . ." said Tallman. But at the start of the Atlantic hurricane season, "every June 1, I pray, 'just give us one more year.'"

## Historically, Del. has missed eye of the storm

Tropical storms charge out of the Caribbean with frightening regularity between June 1 and Nov. 30 each year, but Delaware hasn't felt the effects of a major hurricane since 1986.

The probability of a hurricane making its initial landfall in Delaware is about 2 percent, and none has ever hit the First State first, according to newspaper files.

On Aug. 18, 1986, Hurricane Charley blew past Sussex County with 75 mph winds, but caused little damage.

On Sept. 27, 1985, Hurricane Gloria threatened Delaware, then passed 25 miles offshore and headed for New York.

Hurricane Agnes hit the East in June 1972, killing 122 people, none in Delaware. In September 1960, Hurricane Donna killed two people in Delaware.

Other storms to hit the region: Flossy, September 1956; Diane, August 1955; and Hazel, October 1954. Hazel, with 98 mph gusts, killed 14 people on the Delmarva peninsula.

A hurricane that hit Delaware in September 1904 killed seven people. In September 1889, a hurricane killed 12 seamen near Lewes. And five lives were lost in an October 1878 hurricane.

— Phil Milford

Compliments of M. E. Brelick,
Delcastle Technical H. S.

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9-12 Hurricane
Sunday News Journal, September 13, 1992
E-14 Article

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9-12 Hurricane
The News Journal, Saturday, September 26, 1992
E-14 Article

# AFTER DANIELLE

## First step: assess damage

Tropical Storm Danielle wasn't Hurricane Andrew by any stretch, but it did cause flooding in some coastal areas.

The Federal Emergency Management Agency has issued tips on what to do after flooding. The first order of business:

- If your home, apartment or business has suffered flood damage, immediately call the agent or broker who handles your flood insurance policy. The agent will then submit a loss form to the National Flood Insurance Program. An adjuster will be assigned to inspect your property as soon as possible.
- Prior to entering a building, check for structural damage. Make sure it is not in danger of collapsing. Turn off any outside gas lines at the meter or tank, and let the house air for several minutes to remove foul odors or escaping gas.

## Take precautions inside

- Upon entering the building, do not use open flame as a source of light since gas may still be trapped inside; a battery-operated flashlight is ideal.
- Watch for electrical shorts or live wires before making certain that the main power switch is turned off. Do not turn on any lights or appliances until an electrician has checked the system for short circuits.
- Cover broken windows and holes in the roof or walls to prevent further damage.

## Dry wood furniture outdoors

- Take all wooden furniture outdoors, but keep it out of direct sunlight to prevent warping. A garage or carport is a good safe place for drying. Remove drawers, and other moving parts as soon as possible, do not pry open swollen drawers from the front. Instead, remove the backing and push the drawers out.
- Shovel out mud while it is still moist to give the walls and floors a chance to dry. Once plastered walls have dried, brush off loose dirt. Wash with a mild soap solution and rinse with clean water; always start at the bottom and work up. Ceilings are done last. Special attention at this early stage should also be paid to cleaning out heating and plumbing systems.

# Flooded Delaware 54 raises questions

By JEFF MONTGOMERY
Dover Bureau reporter

FENWICK ISLAND — Patricia O. Ficken watched the water rising over Delaware 54 from her home Friday and declared that her fourth stranding in a year was at hand.

"I can look out my window and see the rooster tails [of water] flying as the cars go by," said Ficken, who made a quick trip to stock up on groceries earlier. "I think in the long term, Route 54 needs to be raised. There's no question about it. But when, how much or how, that's another question."

Southeastern Sussex County residents have been pressing DelDOT hard over the past year for relief from flooding along a nearly milelong stretch of Delaware 54 west of the Little Assawoman Bay.

Marshland lines both sides of the road along some sections, and during storms the water quickly rises above the saturated ground onto the roadway. By 6:30 p.m. Friday, the road was under 2 feet of water between Fenwick Island and Selbyville and was closed to traffic, state police said.

The flooding regularly severs the road, one of only two evacuation routes connecting the mainland to coastal areas between South Bethany and Ocean City, Md.

"We have the possibility of 100,000 people being trapped," said Timothy J. Munro, owner of Fenwick Hardware opposite Fenwick Ditch from Ficken.

"We've got 15 miles from the Indian River Bridge to the Route 90 bridge in Ocean City," Munro said. "And for 10 miles, you only have two roads: Route 26 and Route 54. If Route 1 [the Coastal Highway] closes in either direction, a lot of people aren't going to be able to go westward. It looks like they'd have to go to the second floor, if they're lucky enough to have one."

DelDOT is considering short-term moves to raise the road or ease flooding, and could recommend funding for some work as early as next year. But long-term improvements will await a study of highway needs throughout the area, and could involve time-consuming environmental reviews.

State engineers have warned that the road may actually "float" on the marshland. Bridging the area or replacing a boggy foundation with stable soils could prove expensive.

"The problem we're going to have to deal with is whether the roadway can support any more pavement and fill," said Raymond M. Harbeson Jr., DelDOT's chief engineer. "If it's floating, if it was never stabilized as a roadway and you put more pavement on top, it may just compress and you won't raise the road very long."

Munro said some drainage improvements could avert flooding during minor storms.

Ficken, blocked from leaving her home for an entire weekend during the first weekend in January, said the water sometimes even stops emergency vehicles.

Virginia Pilot/DREW WILSON

**NAGS HEAD, N.C.:** Ernie Kalinowsky (center) and his two grandsons, Clinton (left) and Aaron Jenkins, look at the remains of an ocean-front cottage that was destroyed by erosion and finished off by Danielle.

# Events canceled by storm

Organizers of weekend events throughout the Delmarva Peninsula wrestled Friday with the effects of tropical storm Danielle.

The wind and rain weren't dampening the spirits of aviators gathered at New Castle County Airport in Hares Corner for the weekend's EAA East Coast Fly-in. Information chairman Ted Lambert of Wilmington said hundreds of aircraft are still expected today after the storm blows by.

Lambert said some planes arrived Friday. Gates will be open off Basin Road near U.S. 13 at 8 a.m. today and Sunday. Once the weather clears, static displays, flyovers and parachute jumping are scheduled. For information, call 322-7426.

In nearby New Castle, however, organizers of today's scheduled "Art on the Green" show postponed the event due to the forecast. It will be next Saturday, Oct. 3, 10 a.m. to 5 p.m. on The Green in New Castle.

The Department of Natural Resources and Environmental Control postponed today's coastal cleanup, "Get the Drift and Bag It," until Satur-



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■ Clean metal at once then wipe with a kerosene-soaked cloth. A light coat of oil will prevent iron from rusting. Scour all utensils, and, if necessary, use fine steel wool on unpolished surfaces. Aluminum may be brightened by scrubbing with a solution of vinegar, cream of tartar and hot water.

### Try this household advice

■ Mildew can be removed from dry wood with a solution of 4 to 6 tablespoons of trisodium phosphate (TSP), 1 cup liquid chlorine bleach and 1 gallon water.

■ Quickly separate all laundry items to avoid running colors. Clothing or household fabrics should be allowed to dry (slowly, away from direct heat) before brushing off loose dirt. If you can't get to a professional cleaner, rinse the items in lukewarm water to remove lodged soil. Then wash with mild detergents, rinse and dry in sunlight.

■ Flooded basements should be drained and cleaned as soon as possible. However, structural damage can occur by pumping out the water too quickly. After the flood waters around your property have subsided, begin draining the basement in stages, about one-third of the water volume each day.

# Along the coast, residents ready

Associated Press

Tropical Storm Danielle churned up the East Coast Friday with 65 mph winds, disrupting life from Virginia to New York.

About 20 residents of St. George Island, Md., in the Potomac River left for several hours after the storm dumped nine inches of water on roads.

Residents of waterfront homes in metropolitan New York and workers at Coney Island beaches piled sandbags against rising tides.

A tropical storm warning was posted along the Virginia, Maryland, Delaware and New Jersey coasts, and up the Chesapeake Bay. A gale warning extended as far north as Rhode Island.

Brookhaven and Islip on Long Island called for voluntary evacuation of flood-prone areas.

Heavy rain caused flooding in eastern Virginia. Sections of beach virtually disappeared under crashing 12-foot waves as onlookers watched from the boardwalk in Virginia Beach, scattering when a large wave broke.

"This is great," said Jerry Liddle, a visitor from a Richmond suburb. "We can have tequila when we get back. We've already got the salt on our lips."

AP/STEVE EARLEY

**SANDBRIDGE, Va.:** Ralph Stowe and Ann Leigh Mallory walk through debris left scattered in Danielle's wake.

AP/PAUL BATES

**VIRGINIA BEACH, Va.:** Two residents wade through flood waters Friday to get to their home. Some Virginia Beach residents reported as much as four feet of water in their homes and many were evacuated.

# Emergency chief takes cover

## Sussex County director calls in to take critical weekend off

By BRUCE PRINGLE
Sussex Bureau reporter

GEORGETOWN — As state and local officials prepared Friday for the arrival of Danielle, Sussex County's director of emergency preparedness wasn't on duty.

The exact reason for E. Edward Carey III's absence wasn't clear, said County Council President Dale R. Dukes.

Carey wasn't available for comment.

Dukes said Carey went to Rehoboth Beach Friday morning because of the storm, then called to say he had a personal problem.

"He said he had problems and asked me if he could have the weekend off," Dukes said. "It's an unfortunate time not to show up.

"He said the worst of [the storm] would pass by 7 [p.m. Friday,]" Dukes said.

The storm wasn't expected to leave Sussex until late Friday night or this morning.

Dukes said he would meet next week with Carey.

Carey was hired in 1987 after County Council, then controlled by Republicans, ousted Democrat Wayne D. Ellingsworth. Carey is a Republican.

Democrats regained control in 1990, but Dukes, a Democrat, insisted nobody be fired because of political affiliation.

Dukes said he would spend the night at the county emergency center in Carey's absence.

day, Oct. 3. For information, call 739-4506.

In Ocean City, Md., the mayor and City Council called a temporary halt to Sunfest activities. Sunfest '92, originally scheduled to run until 10 p.m. Friday, closed at 4 p.m. so tents could be secured. The event was to continue today from 10 a.m. It closes at 6 p.m. Sunday.

A program on censorship, scheduled for today at Lambda Rising Bo Store, Baltimore Avenue, Rehobo Beach, part of the American Civil L erties Union's Banned Books We was postponed because of the stor The event was rescheduled for 1 p. next Saturday at the bookstore.

Officials of the 10th annual Bike the Bay, a two-day, 150-mile tour benefit the Delaware chapter of t Multiple Sclerosis Society, said Frid night they plan to go ahead with t race that starts at 8 this morning. B they said a decision to postpone b cause of the weather could be ma today. An announcement was to released to WJBR radio, 99.5 FM, by this morning.

# Del. agencies to contact for storm aid

Where to go for emergency shelter:

**In Sussex County:**

■ Cape Henlopen High School, Kings Highw Lewes

■ Indian River High School, Sussex 401, Fra ford

For more information, call Sussex Cour emergency personnel at 856-7366.

**In Kent County:**

■ No emergency shelters planned; people c go to Little Creek, Bowers and South Bowers f companies if needed. For more information, c the Kent County Emergency Planning and Ope tions Department at 736-2222.

**Other shelter, clothing and food emergency sites:**

**American Red Cross:**

Kent County branch: 2118 N. Du Pont Highw Camden, 697-1717.

Sussex County branch: 10 N. Bedford S Georgetown, 856-7044.

New Castle County branch: 910 Gilpin Av Wilmington, 658-6820.

**Water problems:**

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# In Del., there was little calm before the storm

By BRUCE PRINGLE
Sussex Bureau reporter

GEORGETOWN — Delaware officials worried throughout most of Friday that storm warnings weren't being taken seriously.

"From what we can see, this is a potentially devastating storm," said Gov. Castle. "So often people ... wait until the last minute and say, 'Help.'"

Indeed, officials were preparing for the worst — and helping those in remote areas was expected to be difficult.

Sussex County Administrator Robert L. Stickels warned that widespread flooding of roads was likely by the time tropical storm Danielle passed through the county.

Delaware 54 near Fenwick Island, heavily used by visitors to the Delaware seashore and Ocean City, Md., was the first Sussex road to be closed. In Kent County's Bowers Beach area and in Little Creek, flooding also shut down roads.

Waterfront areas of Dewey Beach were flooded much of Friday, and by 7 p.m. parts of Delaware 1 were also submerged.

The Delaware National Guard was on standby in Bethany Beach and Dagsboro, while extra highway and paramedic crews were on duty throughout the area.

Emergency shelters had been opened at Cape Henlopen High School in Lewes and at Indian River High School in Frankford. Fire stations at Bowers Beach were ready to accept those chased by the storm.

**"So often people ... wait until the last minute and say, 'Help.'"**

GOV. CASTLE

The Indian River and Cape Henlopen districts dismissed classes early.

John A. Hughes, state director of soil and water conservation, said Friday morning that waves were likely to be as large as those in the January storm. But complications could be greater, officials said, because far more visitors are in coastal resorts now than were present in January.

County sewer service on the oceanfront in South Bethany — often damaged in storms — was shut off, and similar actions were being considered in parts of Dewey Beach, according to Stickels.

"We couldn't have a worse time I could pick out of the whole year to have a coastal storm," Hughes said at a meeting of county and municipal leaders Friday morning.

Hughes warned that roads to Broadkill Beach and Primehook Beach, both on Delaware Bay, would be impassable. He urged residents of low-lying areas to consider evacuating well before the next high tide. Campers were ordered out of Seashore State Park at Indian River Inlet.

Early in the day, Delaware officials warned visitors to the annual Sunfest in Ocean City, Md. — still on for today — not to rely on Delaware roads for their departures.

The earliest reports of flooding brought gawkers to South Bethany, often among the hardest-hit communities during coastal storms.

State Rep. George H. Bunting Jr., D-Selbyville, requested National Guard troops be available to seal off local communities from visitors. He said use of the Guard during the January storm probably was vital to preventing injuries in Rehoboth Beach.

"It made some bad publicity for a while," Bunting said. "But it probably saved our rear ends."

Castle said he planned to spend the night at his vacation retreat home just outside Dewey proper.

Even with the storm more than 100 miles away, storm-related paperwork was on officials' minds. Stickels distributed federal storm-damage documents to municipal officials, reminding them to record reimbursable expenses.

**Water problems:**
Artesian Water Co., Newark, 453-6822
Camden-Wyoming Sewer & Water Author
Camden, 697-6372
Dover repair service, 736-7080
Middletown, light and water commissio
378-2211
Newark, 366-7055
New Castle, 323-2333
Tidewater Utilities Inc., Dover, 734-1995
Wilmington Suburban Water Corp., Wilmingt
633-5900
Wilmington, 571-4165

**Electrical outages or emergencies:**
Dover, 736-7066
Delmarva Power & Light Co., 454-0317, custo
ers in 653 exchange only call, 734-3244
Delaware Electric Cooperative Inc., Gree
wood, 349-4571, or 1-800-282-8595
Lewes: 645-6647
Middletown, light and water commissio
378-2211
Newark, electric outages, 366-7050, after 5 p.
366-7000
New Castle, 323-2333

**Public works emergencies:**
Bethany Beach: 539-1339; emergencies afte
p.m. and weekends, 537-1815
Delaware City: 834-7184
Delmar: 846-2320
Laurel: 875-4211
Lewes: 645-6226
Milford: 422-8081
Seaford: 629-4550



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## Handout Two: Hurricane Preparedness in Delaware : Decisions Before Disaster

### Part One

1. How would you find out if a hurricane is coming? What would be the best source of regularly updated information about the storm?

2. What could you do if a hurricane was heading up the Delaware River toward your home? List your options.

3. If state officials advised evacuation, what belongings would you take with you? What necessities would you take? List them.

4. How would you secure and protect your home before leaving?

5. Using the Delaware tourist map, decide where you would go. Consider the direction of the storm as described in question 2.

6. Locate your school and your home on the map.

7. Which routes would you use to get from your home to the safe place you picked? List them in sequence. Then find a second way of going, and list the routes.

8. Suppose hurricane warnings arrived too late and you did not have time to evacuate. What things could you do to ensure your safety during the hurricane?

9. Perhaps you are vacationing in Fenwick Island, DE, when you hear of a hurricane's approach. To where would you evacuate, and what routes would you use?

10. What everyday household conveniences might you lose because of a hurricane? How could you prepare in advance to deal with the losses?

## Handout Two: Hurricane Preparedness in Delaware : Decisions Before Disaster

### Part Two

Using the state information sheet/map and your answers to part one, complete the following questions:

1. Do the evacuation routes (2) you've chosen match the primary routes designated by the state? Why might primary routes not be the best way to get to safety?

2. Is your school in danger of flooding? If so, in what category of hurricane? Might your home be flooded? Which category would cause this?

3. Check your evacuation routes. Are they subject to flooding? If so, try to find a way that isn't in danger of high water and list it.

4. Most of the flood -risk areas on the state hurricane map appear to the south of the Chesapeake and Delaware Canal. Why do you think this is so?

5. Why does the state recommend that you not use the telephone to get hurricane information when a storm is coming?

6. Pick a radio station to monitor for hurricane information from the Emergency Broadcast System list, and remember it. Which station did you choose?

7. Do you have a battery-powered radio in your household?

8. List two things that you did not think of when listing the items you would take with you if you needed to evacuate.

## Handout Three: "It's Too Expensive To Prepare for Disasters"

First let's determine the cost of following the recommendations of the Red Cross. Using price lists, information gained from visits to local stores, etc., list the cost of each of these recommendations.

1) A first aid kit for a family of 4-6 persons. See Red Cross brochure "Your family Disaster Supplies Kit" which has suggestions for building a first aid kit.

2) A battery-powered radio (if you do not already own a box or Walkman).

3) Extra sets of batteries for the above radio and flashlights. Count the batteries in your box or Walkman and the number of flashlights your family owns. (If you have no flashlight, add the cost of one or two, as they are an important part of the kit.)

4) Bottled water - If purchased, one gallon jug a day is needed per person in your family. If you move quickly before the storm arrives you can fill containers and your cleaned and sanitized bathtub. (Tip: Check your bathtub to be certain it will hold water before filling it. In a pinch you can use the water in your hot water heater to supplement your water supply.)

5) Enough canned goods for a family of 4-6 for 5-7 days. Take the sample menu provided (or develop your own) to a local grocery store. Price the items without taking the items off the shelves by totaling the cost with your calculator.

6) Measure windows of your house to find out how much plywood it would take to cover the glass in them. Convert your measurements to square feet. Then divide by 32 square feet (the size of a 4x8 sheet of plywood) to see how many sheets of plywood you would need to cover all the windows. Now, multiply this figure by the cost of a single sheet of plywood (3/4" thick).

7. Consider the methods you will use to dispose of garbage and human wastes. Will you need a camper's version of a port-a potty? If so, check a camping catalogue or the nearest camping outfitter. Then find the chemicals it uses and price them as well.

8. Emergency lighting, heaters, and stoves need to be priced. Plan on being without electricity for 7 days or until you can get to a shelter.

9. Sleeping bags, ground cloths, air mattresses, and/or cots if you do not have them on hand. it is important that you sleep well to help you make the correct decisions while under so much stress.

## Pre-task Learning Activity 3
## Sample Emergency Menus

Breakfast (each day)

Canned juice
Cereal
Canned or powdered milk

Lunches

day 1: vegetable beef soup
crackers
jelly bread

day2: ham spread on bread (always keep a loaf or two of bread in freezer)

day 3: cream of asparagus or celery soup
crackers

day 4: peanut butter and jelly or peanut butter and honey sandwiches

day 5: soup made from individual envelopes of instant mix

day 6: corned beef hash/ bread

day 7: canned macaroni and cheese

Suppers

day 1: Tuna noodle
canned beans
fruit cocktail

day 2: Vienna sausages
baked beans

day 3: Ravioli
canned fruit
canned vegetable

day 4: canned chicken chow mein
dried noodles
cranberry sauce

day 5: Dinty Moore beef stew
bread and jelly

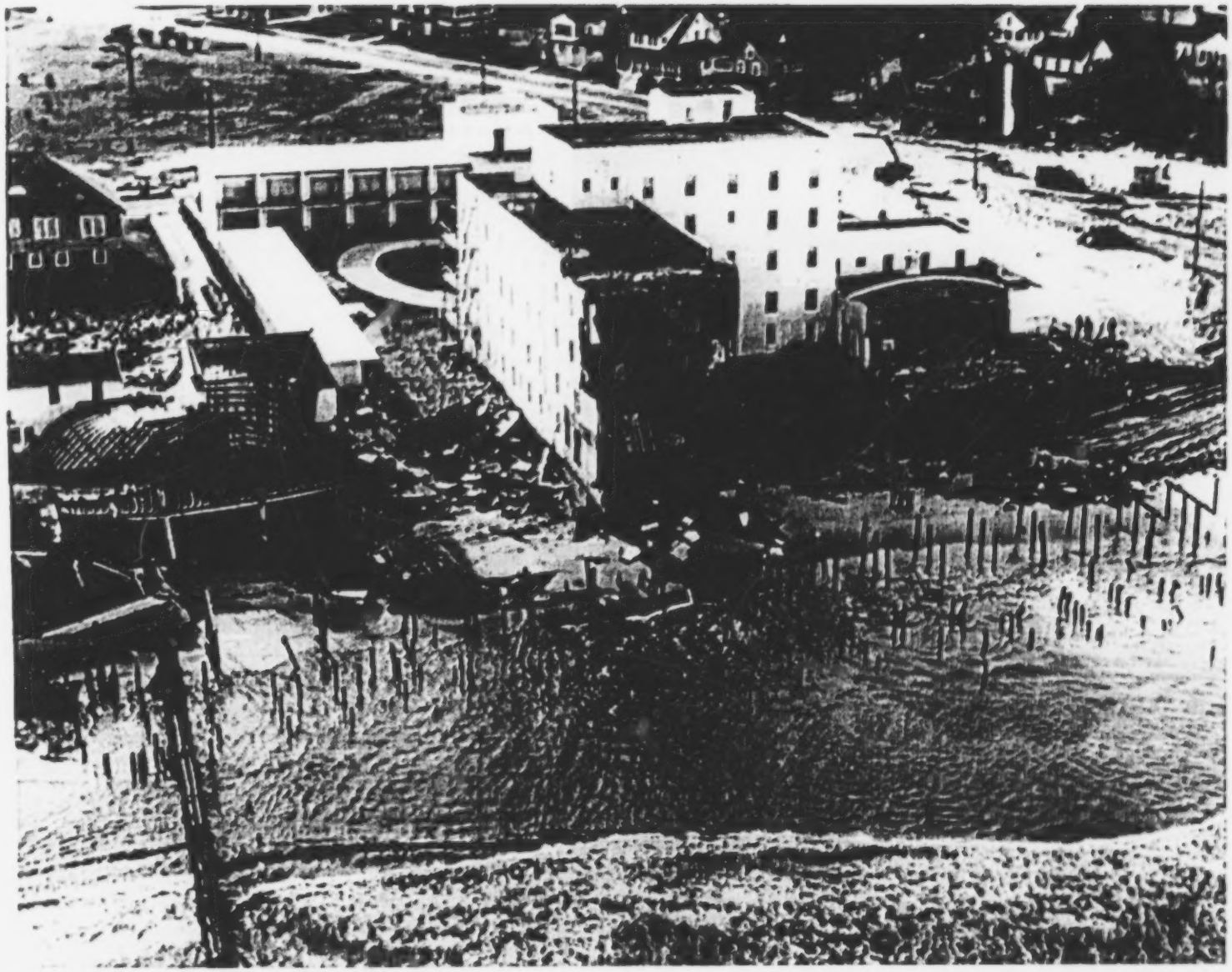
day 6: Canned spaghetti

day 7: Canned chili con carne
Canned fruit

# Hurricane Preparedness in Delaware: Decisions Before Disaster

## RESOURCE PACKET

**Source: Delaware State Archives**



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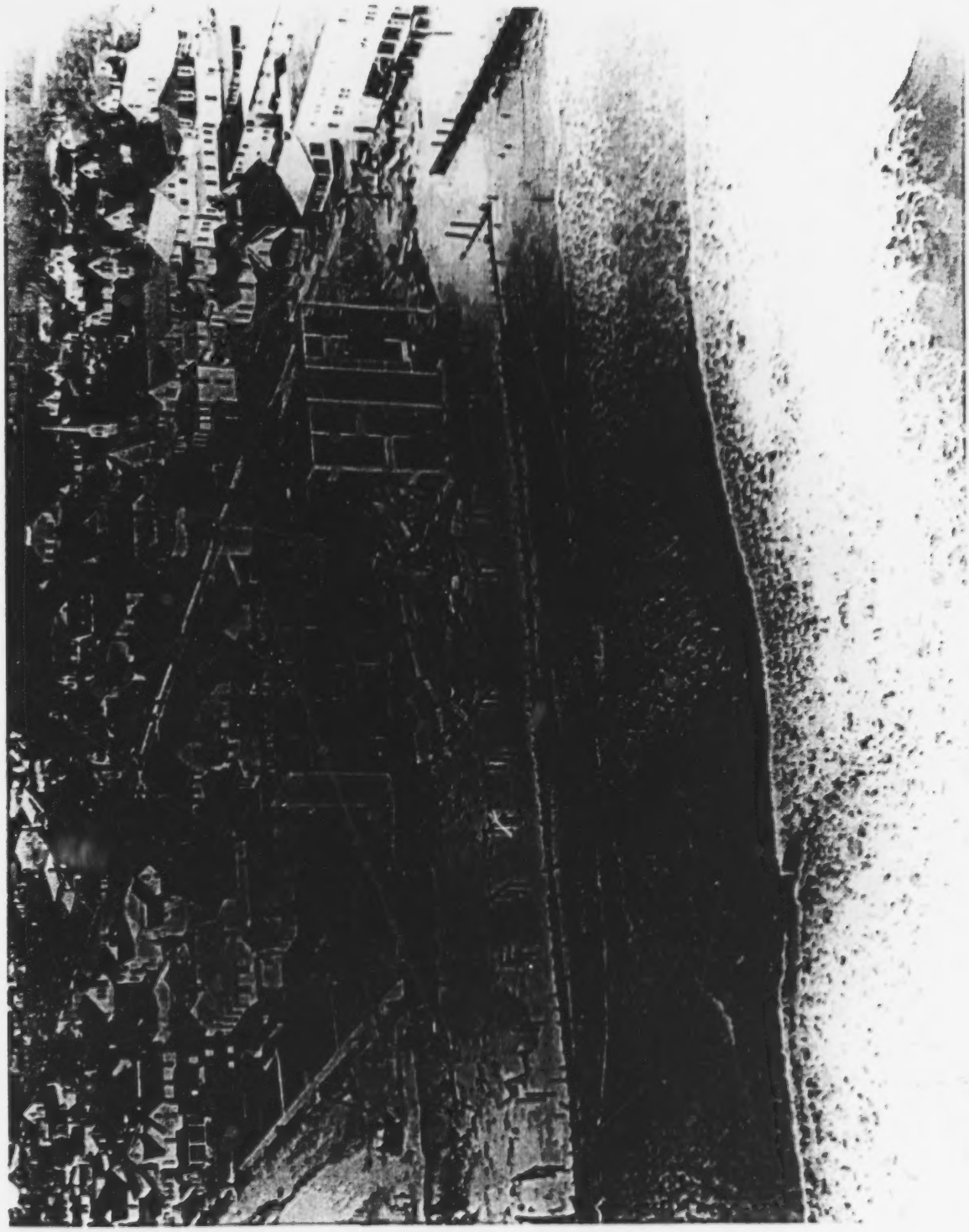

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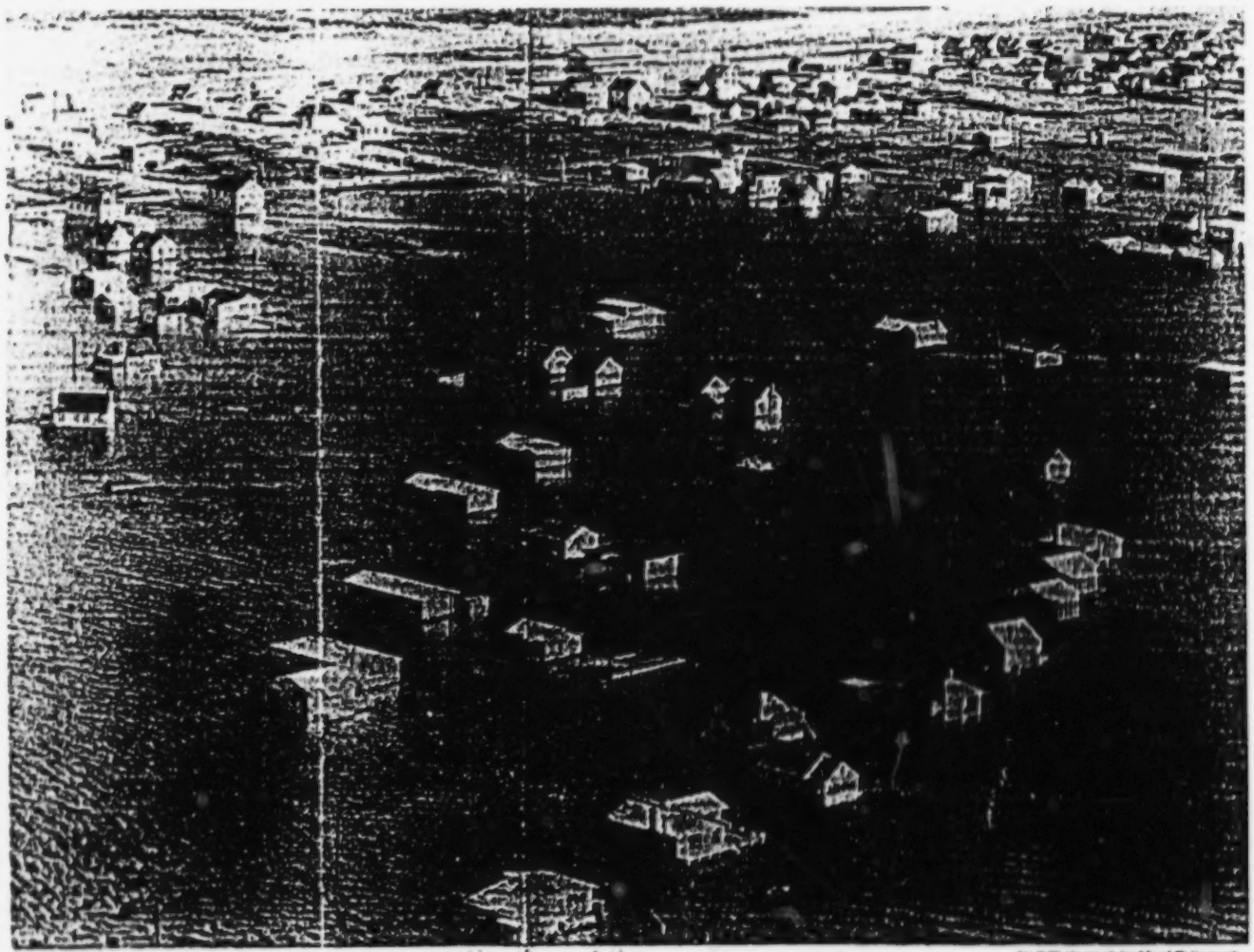

Staff Photograph by Lloyd Tallsworth

## *Fenwick Island at Low Tide*

Homes in Fenwick Island stand amid water and piled sand during low tide yesterday afternoon. In background is the ocean. High dunes and the high rise of sand which formerly separated the homes in the foreground from the ocean beach are gone. This area was accessible only from the air and will remain cut off for some time.





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Wilmington Morning News

THURSDAY, MARCH 8, 1962



# Guard Nabs 5 Boys as Looters

## Text of Carvel Disaster Plea

*Text of the telegram sent by Gov. Carvel to President Kennedy at 8:30 p.m. yesterday:*

The President
White House
Dear Mr. President:

For the past 14 hours I have personally been surveying the awful destruction on our Delaware coast caused by the most devastating and disastrous storm in the memory of living Delawareans. It is estimated that $50 million worth of damage has been caused to Delaware property and the end is not yet in sight. Abnormally high winds of gale velocity and high tides averaging five feet above normal continue to reap a terrible toll of destruction.

Thousands of homes have been completely destroyed and many thousands more are partialy under water. I urgently request that you proclaim the coastal area of Delaware, from Fenwick Island to Delaware City, for a depth of five miles westward from the coastline, as a disaster area, and subject to all the assistance which the laws of the United States provide for such a condition. We are grateful for the help

## 800 Men Protect Property

### Troopers Boosted In Storm-Hit Areas To Block Pillage

Delaware National Guard units yesterday picked up five boys for looting in the Rehoboth Beach area.

The guard turned them over to civil authorities. Their names were not disclosed.

MORE THAN 800 officers and men of the guard are now on duty in areas hardest hit by Tuesday's storm to assist in protecting property and prevent looting and pillaging of stores and homes.

Brig. Gen. Herbert O. Wardell, commanding general of the 261st Artillery Brigade, said last night the guardsmen now on duty are armed and under orders to prevent looting. He said he was making the an-



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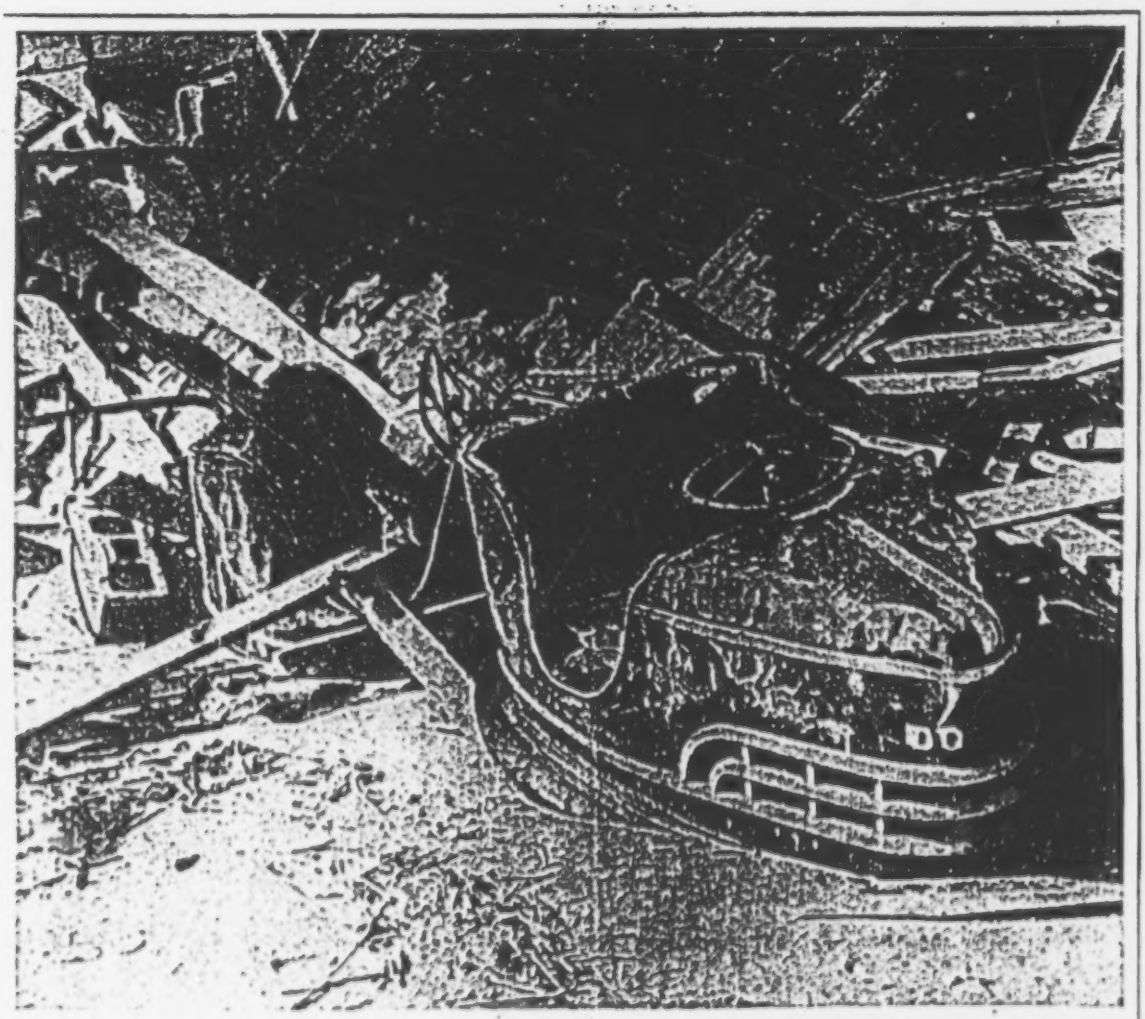

Morning News Photo by Harry A. Lemmon

## This Dodge 'Em Didn't

Winds and waves during last week's storm caused roof and timbers to fall in on this small car in a Rehoboth amusement arcade. Even with a driver, it's doubtful the dodge 'em could have dodged.

# Wind, Waves Revive Memories of 62's Great Storm

By JIM MILLER
Associate Editor

DOVER — A dozen years have passed since the violent winds and mountainous waves of the Great Storm of '62 brought havoc and death to Delaware, leaving the coastal area looking like a lumberyard from Rehoboth Beach to Ocean City.

The March 5-6 storm took seven lives, including six children in one family in wind-driven waters at Bowers, and left resort towns in shambles.

Whistling winds whipped up 30-foot waves that ripped out the Rehoboth boardwalk and hammered down such landmarks as Dolle's and the Bellhaven Hotel, sweeping away its old front porch where the adventurous oftimes came to watch storms slam harmless breakers against the boardwalk.

Hundreds of families were evacuated from such towns as Bowers, Kitts Hummock, Big Stone Beach and Slaughters Beach as winds and tide literally pushed houses off their foundations and back onto the marsh land along Delaware Bay.

In the shore areas, waves ate away the sand hills and dunes, and cars and cottages were buried as the tide at long last went out.

While Rehoboth suffered the heaviest damage, Bethany Beach and Fenwick Island felt the raging ocean two and three blocks inland.

Ocean front cottages and motels were literally slammed to pieces, and bathtubs and furniture were in many instances deposited more than a mile from the ocean.

For days, the beach front was littered with debris, rotting horse shoe crabs, clams, and conch shells, driven from their ocean beds.

The officials for coast for March 5 called for snow, with an accumulation of from two to four inches.

But by 9 that night northeast winds were gusting to 50 mph as wet snow was falling north of Dover and rain to the south.

What was not known Monday night was that as the snowstorm moved off the coast, it combined with another uncharted storm.

Starting Monday night, the storm pounded the Delaware coast through three high tides, inflicting more than one million in damage.

For the 11-member family of Mr. and Mrs. John Allen Waters of Bowers, their rendezvous with horror began at 5 a.m. Tuesday in a five-room home 25 feet from Delaware Bay.

As the wind worsened, and the waters rose, Waters took such precautions as he could.

"I moved our car up to a high spot, and put the grandmother and all (six children) but the oldest boy in the car. [John (the oldest) and me each took my wife by an arm and tried to get her to a storehouse on higher ground. We slipped and fell and liked to drown. Actually she (Mrs. Waters was expecting her ninth child within a week) saved us.

"The water was about four and a half feet deep, but waves was breaking at least six feet high.

"My wife says 'don't go back.' I was helpless. I couldn't get back to them.

"There was water all around our car, but if they had kept the windows up maybe they would have been all right.

"I tried to holler to them but I guess they didn't hear me."

Waters put his pregnant wife in another car.

"But the water rose over the seat."

A rescue team from the Dover fire company and the National Guard finally managed to rescue five family members, but the six children drowned as wind whipped waves swamped the car before rescuers could reach the scene.

Scores of other coastal residents were saved by heroic work of volunteers, National Guard, and police forces.

In the wake of the storm, the National Guard stood guard over the ruins, as south of Rehoboth Beach the State Highway Department searched for Del. 14 beneath six feet of sand.

## Storm Damage





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# Delaware has waged battle 5 times before

By PHIL MILFORD
Staff reporter

LEWES — Eastern Sussex County residents prepared to batten down the hatches Sept. 21, 1939, as the U.S. Weather Bureau issued a warning of a "whole gale" on the eastern seaboard.

That storm, which eventually slammed into Long Island, N.Y., blew down trees, flattened cornfields, flooded roads and kept ships at anchor for days in Delaware Bay.

The "worst-case scenario" for a local coastal storm, according to the Delaware Geological Survey, would be one with hurricane-force winds, striking the lower Delmarva Peninsula at high tide, continuing inland "over several tide cycles" with the Delaware coast in the storm's northeast quadrant.

Delaware's worst storms:

### The '62 Northeaster

One of Delaware's most severe storms wasn't a hurricane at all — it was a northeaster that ravaged coastal areas from March 6 to March 9, 1962, killing seven people.

Newspaper photos show houses in Rehoboth Beach toppled like toys, and the boardwalk twisted by the tides. Damage was estimated at $50 million in Sussex County.

The highest tide recorded since 1919 occurred during that storm, cresting at just over 8 feet, according to Robert R. Jordan of the Geological Survey.

## Hazel, Connie, Diane littered state landscape

### Hurricane Hazel

Hurricane Hazel was one of the most damaging inland storms to blow past Delaware, but it didn't involve a direct hit.

On Oct. 15, 1954, after plowing ashore in the Carolinas, Hazel surged northward, skirting the Chesapeake Bay and traveling through Pennsylvania and New York into Canada.

Fourteen people died on the Delmarva Peninsula, and 81 in more northern states. Winds of almost 100 mph caused the Delaware Memorial Bridge to sway, blew a barn off its foundation, demolished chicken houses, downed trees and power lines, and caused widespread flooding.

As Hazel approached, Delaware schools were dismissed and businesses closed early. The center of the hurricane passed 75 miles west of Wilmington about 7:30 that night, exposing Delaware to the strong right side.

Total damage was estimated at $1.4 billion in modern dollars.

### Hurricane Connie

Hurricanes Connie and Diane were also inland storms. They struck the Carolinas and traveled north in quick succession in August 1955, quickly losing momentum but causing widespread flooding.

As Hurricane Connie approached Delaware Aug. 9, pilots at Dover Air Force Base flew their training and cargo planes to Midwest bases to avoid wind damage.

Connie swept up the Chesapeake Bay and deluged Delmarva with more than 7 inches of rain in four days. Flooding was a major problem in New Castle County, but winds had subsided.

Before its demise in Pennsylvania, Connie had claimed 43 lives.

### Hurricane Diane

Hurricane Connie was barely out of sight as Hurricane Diane approached, packing 115 mph winds as it passed Florida offshore.

It plowed into North Carolina Aug. 17, 1955, and winds diminished to about 74 mph. Soon, Diane developed into a massive subtropical rainstorm. Gale warnings were issued for the Delaware and Chesapeake bays. Heavy rains hit Delaware Aug. 18 and 19, resulting in major flooding.

As the storm drenched East Coast states northward to Vermont, 184 deaths were reported — but by then, Diane was no longer a hurricane.



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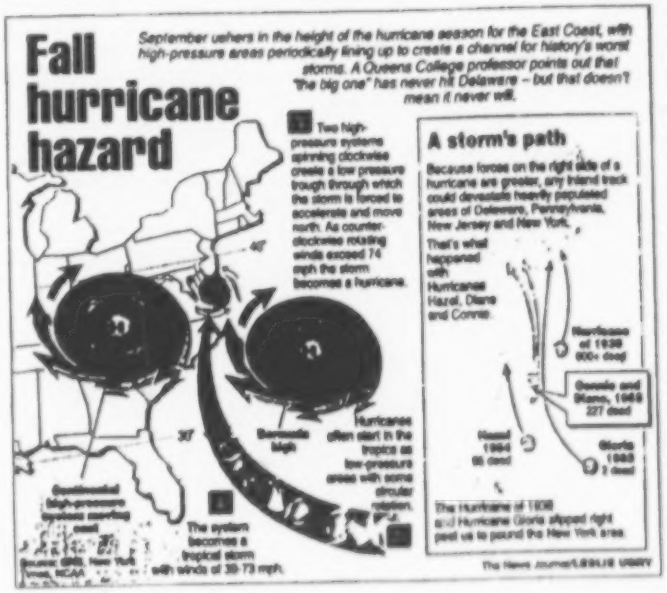
Sunday News Journal, Wilmington, Del

# Local

Sept. 18, 1994 • Section B


Fall hurricane hazard
September ushers in the height of the hurricane season for the East Coast, with high-pressure areas periodically lining up to create a channel for history's worst storms. A Queens College professor points out that "the big one" has never hit Delaware – but that doesn't mean it never will.
1 Two high-pressure systems spinning clockwise create a low pressure trough through which the storm is forced to accelerate and move north. As counter-clockwise rotating winds exceed 74 mph the storm becomes a hurricane.
2 The system becomes a tropical storm with winds of 39-73 mph.
3 Hurricanes often start in the tropics as low-pressure areas with some circular rotation.
4
40°
30°
Bermuda high
Continental high-pressure system moving east
A storm's path
Because forces on the right side of a hurricane are greater, any inland track could devastate heavily populated areas of Delaware, Pennsylvania, New Jersey and New York.
That's what happened with Hurricanes Hazel, Diane and Connie.
Hurricane of 1938 600+ dead
Donna and Diane, 1960 227 dead
Hazel 1954 95 dead
Gloria 1985 1 dead
The hurricane of 1938 and Hurricane Gloria skipped right past us to pound the New York area.
The News Journal/LESLIE USRY

# Del. hits prime time for severe hurricanes

## Geologist: Killer storm about due

By PHIL MILFORD
Staff reporter

Delawareans are settling into their annual fall routine, and so are meteorologists.

The forecasters are keeping a cautious eye on Atlantic weather conditions, which produced one of history's

■ Delaware storms detailed ..... B7

worst northeastern hurricanes 56 years ago this week.

Although the Atlantic hurricane season runs from June 1 to Nov. 30, most of the serious storms occur in September or later. A coastal hurricane will happen again, the experts say — and the next one could be worse.

"The next great northeastern hurricane ... has the potential for catastrophic damage, unless remedial measures are taken now," said Professor Nicholas K. Coch. A geologist at Queens College in New York, Coch has just finished a report on historic hurricanes.

Coch said some people call Hurricane Andrew, which devastated south Florida in 1992, "'the big one' — but the big one really hasn't happened yet."

With ideal meteorological conditions, he warns, a middle-Atlantic coastal storm could cause more damage than any on record.

Though Delaware has never had a direct hit from a major hurricane, it's had some close calls.

The 1938 hurricane remained at sea as it glided past Delaware Bay on Sept. 21. But torrential rains inundated the First State for eight days, flooding was a major problem and many ships were stranded.

Most people on the East Coast knew the 1938 hurricane was coming, but information about its intensity was slim. That's different now: "Our warning systems today have never been better," said Coch, "and Delaware has a very innovative coastal monitoring program."

That program includes state-of-the-art Doppler radar, installed at Dover Air Force Base, and "hurricane hunter" aircraft that fly from the NASA station at Wallops Island, Va., near the tip of the Delmarva Peninsula.

In his latest study, Coch goes all the way back to the Great Colonial Hurricane of 1635, which blasted the Plymouth Colony of Massachusetts. And he notes a 1904 hurricane that roared through Maryland and diagonally across Sussex County and Cape May before heading for Long Island.

"Delaware has been very fortu-

See HURRICANES — B7



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# Hurricanes: Del. hits storm prime time

FROM PAGE B1

nate," Coch said. "But if one went up the Chesapeake Bay, that would be a disaster for Delaware."

"The fact that we have these storms every 100 years means that as you get closer to 100 years, they're more likely," he said. "And it's been over 56 years since 1938," so the probability of a rerun is increasing.

Delaware state geologist Robert Jordan agrees.

"I think the rule of thumb with natural phenomena must be, if it happened before, it can happen again," he said.

Though Coch says coastal residents are ill-prepared for hurricanes, Jordan is more optimistic.

Coch's call for action is timely, Jordan said, but "I think we've done many of those things in Delaware. We have DEMA [the Delaware Emergency Management Agency] ... better evacuation plans and warning systems and better weather services."

"And we have changed some of our building plans and regulations. Buildings are elevated now in certain flood zones," Jordan said.

In addition, according to Jordan, "we've taken a lot of [environmental] steps, including dune nourishment, over the last 30 years." The higher the dunes, the more protection inland structures have against unusual "storm surges."

At DEMA, state meteorologist Marian Peleski and natural hazards planning chief Tricia Faust said "the big one" is not just a fantasy.

"Absolutely it can happen here, but we have no idea when it will be," said Peleski, who tracks such storms through the Doppler radar. "The return frequency [of large storms] is better than once every couple of centuries." This month, though, "it's pretty quiet out there."

"The state of Delaware takes these threats very seriously," said Faust, whose department is constantly updating hurricane emergency plans. "We have a drill every spring. Next year, we're going to involve other states."

DEMA uses advanced computer software to track the storm, evaluate population patterns and conduct orderly evacuations within the critical 18 hours before a storm hits. "We're as prepared as humanly possible," Faust said.

Coch's paper on northeastern "Hurricane Hazards" is to be published in a special issue of the Journal of Coastal Research later this year.

Living in the New York metropolitan area, Coch is particularly concerned with fast-moving hurricanes such as the unnamed one that swept over Long Island into Connecticut in 1938.

"Millions of trees were downed. Barrier islands were taken out. They were cut off for a week in New England. The only way to get in was to fly in," Coch said.

Winds were clocked at 120 mph in Rhode Island, and flooding from a 13-foot storm surge trapped commuters in downtown Providence, according to Coch.

The National Weather Service recorded more than $3 billion in damages.

The "worst case" storm, as outlined in Coch's paper, involves a phenomenon that exists about 10 times every year — and affected the 1938 storm.

Conditions are ripe when two high-pressure systems lie adjacent to each other — one in the Atlantic over Bermuda, the other over the east-central United States.

With the high-pressure systems both spinning winds clockwise, they can add enormous rotating force if a highly concentrated low-pressure system rotating counter-clockwise enters the slot between them, like interconnected gears.

Because forces on the right side of a hurricane are greater, any inland track could devastate heavily populated areas of Delaware, Pennsylvania, New Jersey and New York, Coch said.

Coch mentions a 1991 Colorado State University study that suggests more hurricanes strike the East Coast when conditions are wet in the Sahel region of West Africa.

He notes that between 1943 and 1969, with increased rains in the Sahel, more than a dozen hurricanes wracked the eastern United States. But from 1970 through 1987, with drought in the Sahel, only one big hurricane developed — Gloria, in 1985. And based on past cycles, conditions should soon be getting wetter in West Africa, he notes.

Meteorologists believe that a hurricane the strength of Andrew is most intense over warm southern waters, and wouldn't be as strong if it made landfall in the cooler mid-Atlantic.

That's not necessarily so, says Coch.

"Northern hurricanes move much faster than southern hurricanes," said Coch. So a "category four" hurricane [winds of more than 131 mph] over New Jersey "would have the effect of a category five hurricane [winds of more than 155 mph] on the right side" because of its forward velocity.

"The 1938 storm was the fastest hurricane on record. It was moving at 60 mph," Coch said.

Today, "there's so much urbanization that if we had a hurricane even less powerful than Andrew, the damage would exceed Andrew's three or four times," Coch said. Damage from Andrew has been estimated at $30 billion.

Coch says warnings of "up to an hour or two" aren't really sufficient, given the unpredictable tracks of such storms — "unless remedial measures are taken now."

He urges environmental officials to promote natural beach and dune growth, review building and zoning policies with storm resistance in mind, plan for evacuations and educate the public in hurricane dangers.

"In an emergency, the problem is getting people off the beach before the gale-force winds come. A lot of people aren't going to leave ... they've paid for their vacations and want to stay. But once the winds start, if they're on a barrier island, they're going to die," Coch said.

Delaware's Jordan isn't saying "the big one" will devastate Delaware anytime soon. But he said Coch "is a serious student of the subject, and I would take his work very seriously."

Adds Coch, "Anyone who has ever survived a hurricane on a barrier island has said they were insane to stay. And if they nearly lost their lives, they always remember it."

**State meteorologist Marian Peleski and natural hazards planning chief Tricia Faust said "the big one" is not just a fantasy. "Absolutely it can happen here, but we have no idea when it will be," said Peleski.**

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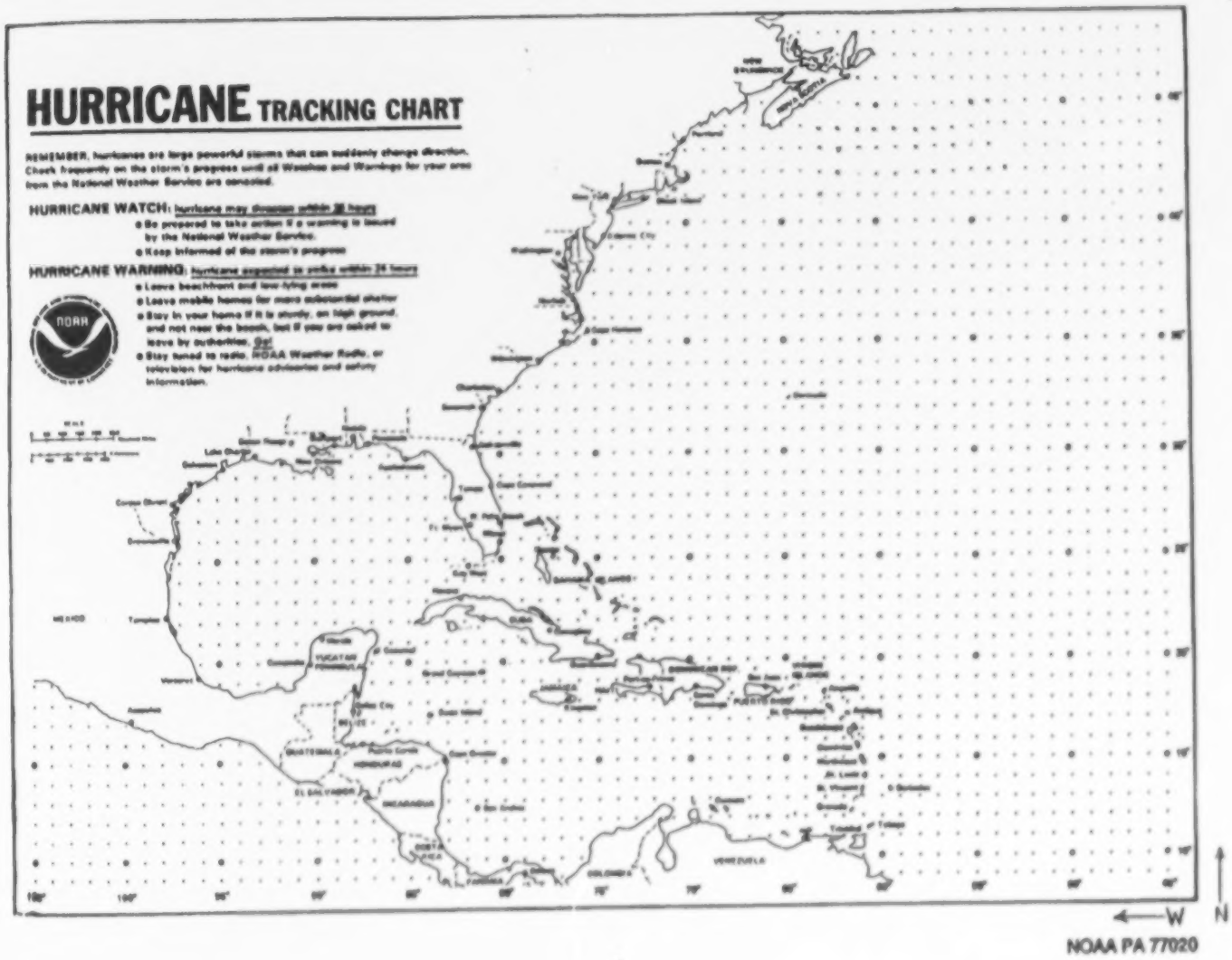
HURRICANE TRACKING CHART
REMEMBER, hurricanes are large powerful storms that can suddenly change direction. Check frequently on the storm's progress until all Watches and Warnings for your area from the National Weather Service are canceled.
HURRICANE WATCH: hurricane may threaten within 36 hours
Be prepared to take action if a warning is issued by the National Weather Service.
Keep informed of the storm's progress
HURRICANE WARNING: hurricane expected to strike within 24 hours
Leave beachfront and low-lying areas
Leave mobile homes for more substantial shelter
Stay in your home if it is sturdy, on high ground, and not near the beach, but if you are asked to leave by authorities, Go!
Stay tuned to radio, NOAA Weather Radio, or television for hurricane advisories and safety information.
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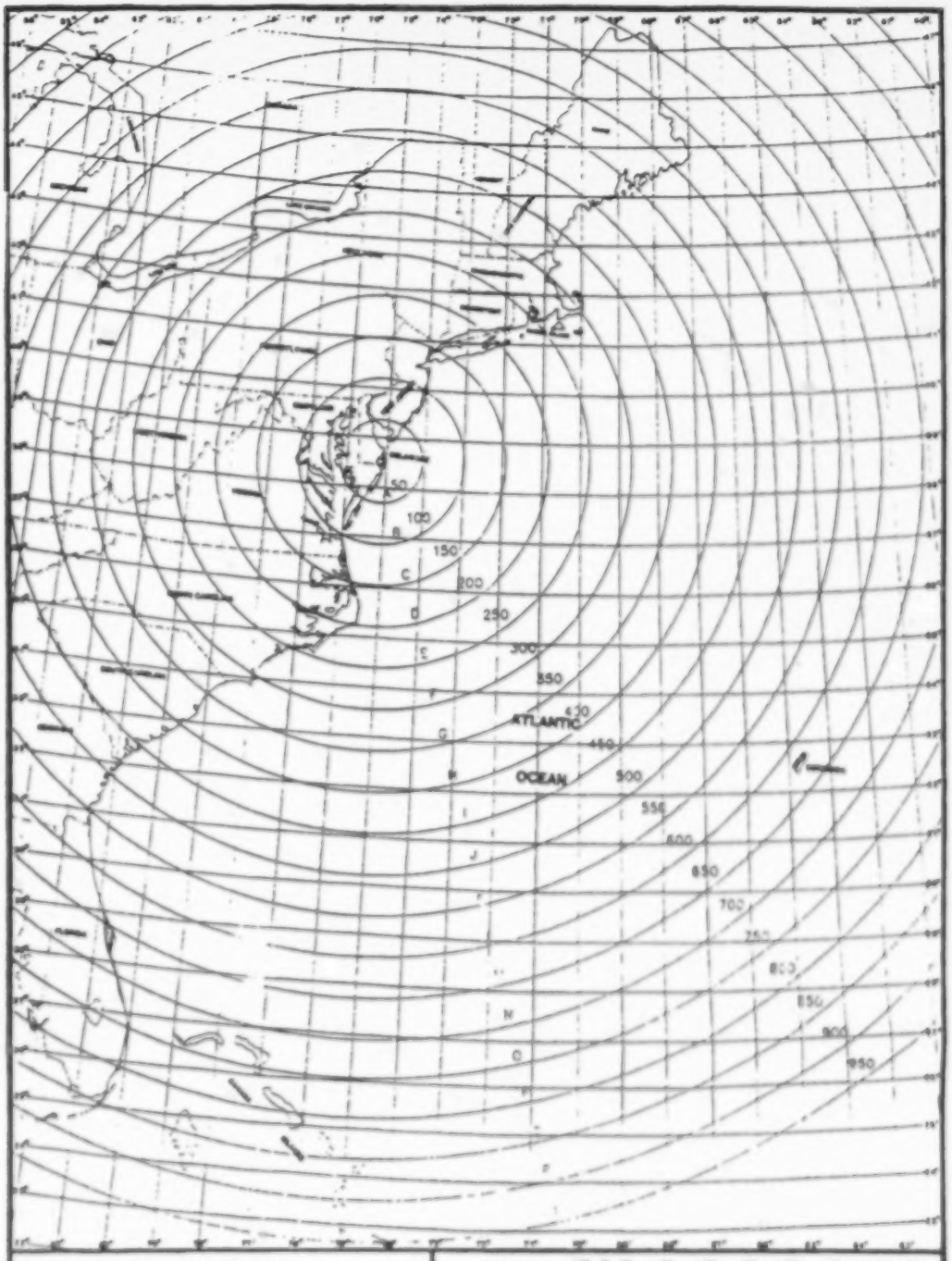
"SOCIAL STUDIES IN NEW DIRECTIONS"
Saturday, October 16, 1993, Smyrna High School
Compliments of H. E. Brelick, Delcastle Technical H. S.




STATE OF DELAWARE
HURRICANE EVACUATION STUDY
DELAWARE DECISION ARC MAP
PLATE A-1

SCALE:

Prepared by the U.S. Army Corps of Engineers, Philadelphia District, in cooperation with the Federal Emergency Management Agency, Region III for the Delaware Division of Emergency Planning and Operations.



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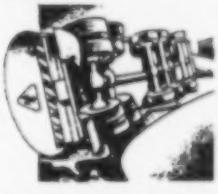
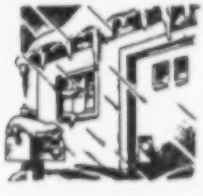
HURRICANE • FLASH FLOOD • HAZARDOUS MATERIALS SPILL • EARTHQUAKE • TORNADO • WINTER STORM • FIRE

# Your Family Disaster Supplies Kit

**Disasters happen anytime and anywhere. And when disaster strikes, you may not have much time to respond.**



**A highway spill of hazardous material could mean instant evacuation.**



**A winter storm could confine your family at home. An earthquake, flood, tornado or any other disaster could cut off basic services—gas, water, electricity and telephones—for days.**

After a disaster, local officials and relief workers will be on the scene, but they cannot reach everyone immediately. You could get help in hours, or it may take days. Would your family be prepared to cope with the emergency until help arrives?

Your family will cope best by preparing for disaster *before* it strikes. One way to prepare is by assembling a Disaster Supplies Kit. Once disaster hits, you won't have time to shop or search for supplies. But if you've gathered supplies in advance, your family can endure an evacuation or home confinement.

## To prepare your kit

- Review the checklist in this brochure.
- Gather the supplies that are listed. You may need them if your family is confined at home.
- Place the supplies you'd most likely need for an evacuation in an easy-to-carry container. These supplies are listed with an asterisk (*).

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## SUPPLIES

**There are six basics you should stock in your home: *water, food, first aid supplies, clothing and bedding, tools and emergency supplies* and *special items*. Keep the items that you would most likely need during an evacuation in an easy-to-carry container—suggested items are marked with an asterisk(*). Possible containers include**

**a large, covered trash container,**

**a camping backpack,**

**or a duffle bag.**

### Water

Store water in plastic containers such as soft drink bottles. Avoid using containers that will decompose or break, such as milk cartons or glass bottles. A normally active person needs to drink at least two quarts of water each day. Hot environments and intense physical activity can double that amount. Children, nursing mothers and ill people will need more.

- ❑ Store one gallon of water per person per day (two quarts for drinking, two quarts for food preparation/sanitation)*
- ❑ Keep at least a three-day supply of water for each person in your household.

### Food

Store at least a three-day supply of non-perishable food. Select foods that require no refrigeration, preparation or cooking and little or no water. If you must heat food, pack a can of sterno. Select food items that are compact and lightweight.

*Include a selection of the following foods in your Disaster Supplies Kit:

- ❑ Ready-to-eat canned meats, fruits and vegetables
- ❑ Canned juices, milk, soup (if powdered, store extra water)
- ❑ Staples – sugar, salt, pepper
- ❑ High energy foods – peanut butter, jelly, crackers, granola bars, trail mix
- ❑ Vitamins
- ❑ Foods for infants, elderly persons or persons on special diets
- ❑ Comfort/stress foods – cookies, hard candy, sweetened cereals, lollipops, instant coffee, tea bags

### First Aid Kit

Assemble a first aid kit for your home and one for each car. A first aid kit* should include:

- ❑ Sterile adhesive bandages in assorted sizes
- ❑ 2-inch sterile gauze pads (4-6)
- ❑ 4-inch sterile gauze pads (4-6)
- ❑ Hypoallergenic adhesive tape
- ❑ Triangular bandages (3)
- ❑ 2-inch sterile roller bandages (3 rolls)
- ❑ 3-inch sterile roller bandages (3 rolls)
- ❑ Scissors
- ❑ Tweezers
- ❑ Needle
- ❑ Moistened towelettes
- ❑ Antiseptic
- ❑ Thermometer
- ❑ Tongue blades (2)
- ❑ Tube of petroleum jelly or other lubricant
- ❑ Assorted sizes of safety pins
- ❑ Cleansing agent/soap
- ❑ Latex gloves (2 pair)
- ❑ Sunscreen

**Non-prescription drugs**

- ❑ Aspirin or nonaspirin pain reliever
- ❑ Anti-diarrhea medication
- ❑ Antacid (for stomach upset)
- ❑ Syrup of Ipecac (use to induce vomiting if advised by the Poison Control Center)
- ❑ Laxative
- ❑ Activated charcoal (use if advised by the Poison Control Center)

*Contact your local American Red Cross chapter to obtain a basic first aid manual.*

## Tools and Supplies

- ❑ Mess kits, or paper cups, plates and plastic utensils*
- ❑ Emergency preparedness manual*
- ❑ Battery operated radio and extra batteries*
- ❑ Flashlight and extra batteries*
- ❑ Cash or traveler's checks, change*
- ❑ Non-electric can opener, utility knife*
- ❑ Fire extinguisher: small canister, ABC type
- ❑ Tube tent
- ❑ Pliers
- ❑ Tape
- ❑ Compass
- ❑ Matches in a waterproof container
- ❑ Aluminum foil
- ❑ Plastic storage containers
- ❑ Signal flare
- ❑ Paper, pencil
- ❑ Needles, thread
- ❑ Medicine dropper
- ❑ Shut-off wrench, to turn off household gas and water
- ❑ Whistle
- ❑ Plastic sheeting
- ❑ Map of the area (for locating shelters)

### Sanitation

- ❑ Toilet paper, towelettes*
- ❑ Soap, liquid detergent*
- ❑ Feminine supplies*
- ❑ Personal hygiene items*
- ❑ Plastic garbage bags, ties (for personal sanitation uses)
- ❑ Plastic bucket with tight lid
- ❑ Disinfectant
- ❑ Household chlorine bleach

## Clothing and Bedding

*Include at least one complete change of clothing and footwear per person.

- ❑ Sturdy shoes or work boots*
- ❑ Rain gear*
- ❑ Blankets or sleeping bags*
- ❑ Hat and gloves
- ❑ Thermal underwear
- ❑ Sunglasses

## Special Items

Remember family members with special needs, such as infants and elderly or disabled persons.

### For Baby*

- ❑ Formula
- ❑ Diapers
- ❑ Bottles
- ❑ Powdered milk
- ❑ Medications

### For Adults*

- ❑ Heart and high blood pressure medication
- ❑ Insulin
- ❑ Prescription drugs
- ❑ Denture needs
- ❑ Contact lenses and supplies
- ❑ Extra eye glasses
- ❑ **Entertainment** – games and books.
- ❑ **Important Family Documents** Keep these records in a waterproof, portable container.
  - Will, insurance policies, contracts, deeds, stocks and bonds
  - Passports, social security cards, immunization records
  - Bank account numbers
  - Credit card account numbers and companies
  - Inventory of valuable household goods, important telephone numbers
  - Family records (birth, marriage, death certificates)

## SUGGESTIONS AND REMINDERS

- **Store your kit in a convenient place known to all family members. Keep a smaller version of the Disaster Supplies Kit in the trunk of your car.**

- **Keep items in air tight plastic bags.**
- **Change your stored water supply every six months so it stays fresh.**
- **Rotate your stored food every six months.**
- **Re-think your kit and family needs at least once a year. Replace batteries, update clothes, etc.**
- **Ask your physician or pharmacist about storing prescription medications.**

BEST COPY AVAILABLE

# CREATE A FAMILY DISASTER PLAN

***To get started...***

**Contact your local emergency management or civil defense office and your local American Red Cross chapter.**

- Find out which disasters are most likely to happen in your community.
- Ask how you would be warned.
- Find out how to prepare for each.

**Meet with your family.**

- Discuss the types of disasters that could occur.
- Explain how to prepare and respond.
- Discuss what to do if advised to evacuate.
- Practice what you have discussed.

**Plan how your family will stay in contact if separated by disaster.**

- Pick two meeting places:
  1) a location a safe distance from your home in case of fire.
  2) a place outside your neighborhood in case you can't return home.
- Choose an **out-of-state** friend as a "check-in contact" for everyone to call.

**Complete these steps.**

- Post emergency telephone numbers by every phone.
- Show responsible family members how and when to shut off water, gas and electricity at main switches.
- Install a smoke detector on each level of your home, especially near bedrooms; test monthly and change the batteries two times each year.
- Contact your local fire department to learn about home fire hazards.
- Learn first aid and CPR. Contact your local American Red Cross chapter for information and training.

**Meet with your neighbors.**

Plan how the neighborhood could work together after a disaster. Know your neighbors' skills (medical, technical) Consider how you could help neighbors who have special needs, such as elderly or disabled persons. Make plans for child care in case parents can't get home.

**Remember to practice and maintain your plan.**

The Federal Emergency Management Agency's Family Protection Program and the American Red Cross Disaster Education Program are nationwide efforts to help people prepare for disasters of all types. For more information, please contact your local or State Office of Emergency Management, and your local American Red Cross chapter. Ask for "Your Family Disaster Plan" and the "Emergency Preparedness Checklist."

Or write to:
FEMA
P.O. Box 70274
Washington, D.C. 20024

Local sponsorship provided by:

FEMA L- 189
ARC 4463

HURRICANE • FLASH FLOOD • HAZARDOUS MATERIALS SPILL

Your **Family Disaster Supplies Kit**

Del Emerg. Mgt. Agency
(DEMA)
1-800-292-9588 (Instate)
302-834-4531

FAMILY EMERGENCY PREPAREDNESS

Federal Emergency Management Agency

American Red Cross

EARTHQUAKE • TORNADO • WINTER STORM • FIRE

# Geography Sources

## Delaware Geographic Alliance

An organization of teachers and other educators dedicated to strengthening geography learning in the classroom. The Alliance focus is on supporting teachers with lesson ideas, sample materials, curriculum help, workshops, summer institute, professional development. The Alliance is part of nationwide network of state geographic alliances, supported by the National Geographic Society and state governments. A comprehensive bibliography of geographic resources is available at the Alliance office. Contact: **Dr. Peter Rees or Mary Anna Taylor, Delaware Geographic Alliance, c/o Dept. of Geography, University of Delaware, Newark, DE 19716. Phone: (302) 831-6783.**

## National Geographic Society

The mission of the National Geographic Society is to "increase and diffuse geographic knowledge." To accomplish this goal, the Society developed the Geography Education Program which encompasses grass-roots organization, teacher education, materials development, public awareness, and outreach to educational decision-makers. Contact: **Geography Education Program, NGS, Washington, D.C. 20036 Phone: (202) 368-2728.**

## National Council for Geographic Education

The goal of NCGE is to enhance the status and quality of geography teaching and learning. The Council achieves this mission through development and publication of resources and learning materials, enhancing the preparation of geographic educators, encourages and supports research on geographic education, publicizes the importance of geographic education. Contact: **National Council for Geographic Education, 16A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705-1087. Phone: (412) 357-6290.**

## Selected Resources

*Directions in Geography: A Guide for Teachers* - lesson plans with black line maps and annotated bibliography of teaching resources. Available from: NGS.

*ARGUS (Activities and Readings in the Geography of the United States)* - materials include text, related readings, student activities, and teacher's guide. Available from: Assn. of American Geographers, 1710 Sixteenth Street, NW, Washington, D.C. 20009-3198.

*Geography: A Resource Book for Secondary Schools* by A. David Hill and Regina McCormick, (ISBN 0-87436-519-8), ABC-Clio, Inc. California, 1989. Annotation of materials available for teaching and learning geography at the secondary level.

*Geographic Inquiry into Global Issues (the GIGI Project)* by A. David Hill, James M. Dunn, and Phil Klein, Britannica Education Corp., 1995. Issue-oriented materials to help students learn geographic content, skills, and perspectives.

*ArcView* by ESRI, 380 New York St., Redlands, CA Phone: 800-447-9778. A geographic information system for schools and libraries.

**Delaware State Museums**
**102 S. State St.**
**Dover, DE 19901**
**(302) 739-5316**

**Madeline Thomas, Curator of Education**

Delaware State Museums, a branch of the Division of Historical and Cultural Affairs of the Department of State, administers eight public museums located throughout the state – (Lewes) Zwaanendael Museum, (Dover) John Dickinson Plantation, Visitors Center, State House, Meeting House Gallery I and II, Johnson Victrola Museum, (New Castle) New Castle Court House. Through lectures, interpretive site activities, teacher inservice programs, and public outreach the staff of Delaware State Museums conveys information about Delaware's rich historical and cultural past. Curators, site supervisors, and museum aides serve as key resource people who disseminate historical information based on the examination of primary research materials and the analysis of artifacts and objects from the State's extensive prehistoric and historic collections. Site specific data places information in a historic context relevant to a specific community, the county, state and nation whenever possible.

Students, teachers, and parents are invited and encouraged to visit one of the facilities operated by Delaware State Museums and participate in a myriad of tours that enhance knowledge about a variety of topics -- agriculture, archaeology, architecture, art, civics, the Constitution, conservation, economics, the environment, geography, government, history, law, manumission, occupations, preservation, ships, slavery, technology and war.

Exhibits and discussions showcase accomplishments of interesting people and highlight significant events that chronicle lives of men, women, children, slaves, free African Americans, European immigrants, and Native Americans. Request special focus tours, complementing an integrated curriculum or specific topic, through the Curator of Education. Observe, explore, and experience the past in order to comprehend the present and prepare for the future. Delaware State Museums awaits you.

For information on Delaware State Museums, call Madeline Thomas at (302) 739-5316.

## Center for Economic Education & Entrepreneurship
## 110 Purnell Hall
## University of Delaware
## Newark, DE 19716
## (302) 831-2559

**James B. O'Neill, Director**
**Bonnie T. Meszaros, Associate Director**
**Gail Funk, Program Coordinator**


The Center for Economic Education and Entrepreneurship (CEEE) offers university courses, conducts workshops and provides consulting services to teachers and curriculum committees on how to incorporate economics and entrepreneurship into the school curriculum. The mission of CEEE is to expand the amount of economics and entrepreneurship taught in Delaware schools, grades K-12.

CEEE's programs offer a blend of economic and entrepreneurship content with instructional activities and curriculum packages that give teachers examples of how to incorporate both economics and entrepreneurship into social studies, math, language arts and science.

CEEE publishes a newsletter for teachers three times a year. It also maintains a Resource Center which has a wide range of curriculum packages and audio-visual materials available on loan to Delaware teachers.

CEEE worked closely with the State Social Studies Commission in the development of the state social studies standards and has designed a series of workshops, called Economics and New Directions. These workshops assist teachers in developing curriculum that addresses the state economic standards.

Other popular CEEE programs include: Mini-Society, Economics Through Children's Literature, Stock Market Game, Trading Around the World, Economics for Elementary Teachers, Delaware in a Global Economy, Eyes on the Economy: Economics in U.S. History, Money $mart, Integrating Economics Across the Curriculum, Economic Reasoning for the Secondary Classroom and Choices and Changes.

For information on CEEE, it's services, courses or workshops, call (302) 831-2559.